

Lesson 8: Foods That Grow

Content Area: Nutrition

Book of the Day: Sign About Meal Time by Anthony Lewis
The Vegetables We Eat by Gail Gibbons

Poems and Songs:

Vocabulary Words of the Day: more, vine, healthy

	Activities:	Materials Needed:	Opportunities for Interaction:	Standards/ Learning Outcomes:
Birth to 18 months:	<p>a. Introduce simple sign language to your child, including the signs for: water, eat, more, full, sleep, and done.</p> <p>b. Read <u>Sign About Meal Time</u> by Anthony Lewis with your child. Model how to position your hands as you sign the words that are introduced. Talk with your child about the importance of expressing their wants or needs regarding food and fullness. Use these signs often during meal times. <i>This activity helps your child develop a growing understanding that words have meaning and that there are different ways of communicating and responding to others.</i></p>	<p>a. sign language picture cards for: water, eat, more, full, sleep, and done</p> <p>b. <u>Sign About Meal Time</u> by Anthony Lewis</p>	<ul style="list-style-type: none"> • Talk with your child about the meaning of the words: water, eat, more, full, sleep, and done. • Help your child position his/her hands and help him/her sign the words. • At meal and snack time, as your child questions like, "Do you want more bananas? Are you full? Are you done?" Remember to give your child time to respond to your questions. • As you read the book, do a book walk and introduce the front cover, the back cover, title, author and illustrator. Model how to position your hands as you sign the words that are introduced. 	<ul style="list-style-type: none"> ✓ Communication ✓ Listening ✓ Understanding ✓ Vocabulary ✓ Shows signs of healthy development ✓ Responds when physical needs are met

- a. Introduce *Foods That Grow* video.
- b. Read Sign About Meal Time by Anthony Lewis with your child. Model how to position your hands as you sign the words that are introduced. Talk with your child about the importance of expressing their wants or needs regarding food and fullness. Use these signs often during meal times. ***This activity helps your child develop a growing understanding that words have meaning and that there are different ways of communicating and responding to others.***
- c. Introduce simple sign language to your child, including the signs for: water, eat, more, full, sleep, and done.
- d. Set up a dramatic center that looks like a kitchen or a garden. Introduce plastic fruits and vegetables and help your child identify which grow on vines, in trees, or on the ground. Work together to sort the foods by how they grow. Discuss how fruit and vegetables are a healthy choice. If they are not familiar with a food item, name the item as the child holds and examines it in his/her hand. ***This introduces the child to new, healthy foods and helps them understand that fresh food is the healthiest food.***

- a. The *Foods That Grow* video.
- b. Sign About Meal Time by Anthony Lewis
- c. sign language picture cards for: water, eat, more, full, sleep, and done
- d. play kitchen or garden area, plastic fruits and vegetables, kitchen supplies (i.e. plastic plates, plastic cups)

- Explain to your child what is happening in the video. The lyrics are about healthy foods like fruits, vegetables, beans and grains that help you grow strong.
- As you read the book, do a book walk and introduce the front cover, the back cover, title, author and illustrator. Model how to position your hands as you sign the words that are introduced.
- Talk with your child about the meaning of the words: water, eat, more, full, sleep, and done. Help your child position his/her hands and help him/her sign the words.
- Introduce the signs for new fruits and vegetables like: banana, tomato, and apple.
- Ask your child questions like, "Do you want more bananas? Are you full? Are you done?"
- Use "Where is," and "Show me..." questions. "Where is your plate? Show me what you put on it."
- Introduce new foods and describe what it is. "This is a cucumber. It is a long, green vegetable."

- ✓ Communication
- ✓ Vocabulary
- ✓ Expresses physical needs nonverbally or verbally
- ✓ **Add more.**

25 to 30 months:

- a. Introduce *Foods That Grow* video.
- b. Recite the "Food That Grow" chant with your child and focus on how fruits, vegetables, beans and grains help your bones, muscles, eyes, and brains grow. You can repeat this activity at the grocery store as you visit the produce section and as you go through the aisles. ***This introduces the child to new, healthy foods and helps them understand that fresh food is the healthiest food.***
- c. At the grocery store, encourage your child to help you choose two different vegetables and two different fruits for meal time. Talk with your child about their color, taste, how they can be prepared, and about how they are healthy options. Talk about whether the food item is a fruit or a vegetable. ***This introduces your child to new, healthy foods.***
- d. With the fruits and vegetables (either pretend food or picture cards), work with your child to talk about their properties. What color are they? What size are they? What shape are they? Have they eaten it before? You can also work to create patterns with the food. Will you create it by type of food, the color of it, or its size? ***This helps the child build his/her vocabulary and helps him/her understand how to describe properties of objects. As you work to sort and create patterns, you are also introducing early math and science skills.***

- a. The *Foods That Grow* video.
- b. *Foods That Grow* chant
 Foods, foods, foods that grow.
 Are the best ones, don't you know?
 Foods, foods, foods that grow,
 are the only way to go.
 Other foods may taste just fine.
 But they don't fill your heart and mind.
 Bags and wrappers from the store,
 Leave your body wanting more.
 Fruits, veggies, beans and grains,
 Feed your bones, muscles, eyes and brains.
 Nature knows what's truly best,
 Choose fresh before the rest.
 Foods, foods, foods that grow.
 Are the best ones, don't you know?
 Foods, foods, foods that grow,
 are the only way to go.
- d. play kitchen area, plastic or picture cards of fruits and vegetables (multiple of each kind), placemat

- Explain to your child what is happening in the video. The lyrics are about healthy foods like fruits, vegetables, beans and grains that help you grow strong.
- Use "Where is," and "Show me..." questions. "Where is a red vegetable? Show me the two fruits that we chose."
- Remember, children have to be introduced to new foods more than 10 times before they can decide if they like it.
- "Let's make a pattern with the food. We could place a banana on the placemat first and then add an apple. Then, we could add another banana. What would be next?"
- You could also sort the food by the type of food that it is, their color, size, or shape.
- Show pictures of fruits, vegetables, grains, nuts that grow on plants, trees, and vines.

- ✓ Communication
- ✓ Language
- ✓ Literacy
- ✓ Participates in physical care routines

- a. Introduce the *Foods That Grow* video.
- b. Read the book, [The Vegetables We Eat](#), with your child. Talk about the food that is introduced in the book and where it comes from. Emphasize the foods that you have tried and help your child identify food that he/she might like to try. Make a list of these items for your next trip to the grocery store. ***This helps your child identify familiar food and helps him/her understand where it comes from.***
- c. Place one fruit or vegetable in different bags. Make sure the items are completely different. Without looking inside the bag, ask the child to place his/her hand in the bag and describe what the item feels like. ***This helps your child learn that words have meaning and helps your child communicate with others.***
- d. Talk with your child about sharing healthy foods with others. Count the number of people in your family and talk about how there are more people than bananas. How can you divide the banana so that everyone gets to try a piece? ***As you work together, you are introducing early math skills and you are introducing the concept of sharing.***

- a. The *Foods That Grow* video.
- b. [The Vegetables We Eat](#) by Gail Gibbons
- c. assortment of fresh fruit and vegetables (i.e. banana, apple, orange, bell pepper, tomato, celery, broccoli, and lettuce), six paper bags
- d. one banana

- Explain to your child what is happening in the video. The lyrics are about healthy foods like fruits, vegetables, beans and grains that help you grow strong. Ask your child about the types of healthy food that they eat most often.
- As you read the book, do a book walk and introduce the front cover, the back cover, title, author and illustrator. Ask your child to identify vegetables that he/she is familiar with.
- Ask your child questions about the items in the bag. "How does the item feel? Is it hard or soft? What shape is it? Is it smooth or is it bumpy?" Ask your child, "Without peeking, can you describe what it smells like?" Encourage your child to guess what the item is.
- Show pictures of foods growing from bud/bloom to fruit.
- "How many people are in our family? We only have one banana? How can we divide the banana so that everyone gets a piece?"

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓IX.C.3 Child identifies good habits of nutrition and exercise.

- a. Introduce the *Foods That Grow* video.
- b. Read the book, [The Vegetables We Eat](#), with your child. Talk about the food that is introduced in the book and where it comes from. Emphasize the foods that you have tried and help your child identify food that he/she might like to try. Make a list of these items for your next trip to the grocery store. ***This helps your child identify familiar food and helps him/her understand where it comes from.***
- c. Using grocery store ads, work together with your child to find pictures of fruits and vegetables. Cut out pictures of different healthy foods and glue them on sheets of paper to create a healthy food collage. ***This helps the child build his/her vocabulary and helps him/her understand how to describe properties of objects.***
- d. Scatter pictures of food around the floor and start the music. Walk around the pictures and when the music stops, name the picture you are near and describe what it is, what it looks like, and how it tastes. ***This helps your child identify familiar food and helps him/her build descriptive language.***
- e. Place cooked carrots and fresh carrots on different plates. Discuss how they are similar and how they are different. ***This helps your child understand that food can be prepared in different ways and helps him/her build his/her communication skills.***

- a. The *Foods That Grow* video.
- b. [The Vegetables We Eat](#) by Gail Gibbons
- c. grocery store circular advertisements, blunt tip scissors, glue, paper
- d. pictures of fruits and vegetables, child friendly music
- e. cooked carrots and fresh carrots

- Explain to your child what is happening in the video. The lyrics are about healthy foods like fruits, vegetables, beans and grains that help you grow strong. Ask your child about the types of healthy food that they eat most often.
- As you read the book, do a book walk and introduce the front cover, the back cover, title, author and illustrator. Ask your child to identify vegetables that he/she is familiar with.
- As you go through the ad, talk about which foods are healthy and which are not.
- Talk with your child about what a tomato looks like, tastes like and smells like.
- Help your child learn how to describe properties of food. "How are the cooked carrots and fresh carrots the same? How are they different? Would you like to taste them? Which one did you like best? Why?"
- Explore fruit trees and nut trees in your neighborhood and in your yard.
- Show pictures of food growing from bud/bloom to fruit. Show pictures of fruits, vegetables, grains, nuts that grow on plants, trees, and vines.

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓ IX.C.3 Child identifies good habits of nutrition and exercise.

Special Needs:	<p>a. Working together with your child, choose a color scheme for this activity. Dress in that color as you and the child plan and prepare a meal. Collect vegetables and fruits from the pantry and refrigerator that are the same color. Be creative! You can use food coloring to change the color of milk. Challenge your family to work together and try to incorporate as many things as you can in the color scheme. <i>Your child will be introduced to a rainbow of colors and as you involve your child in the process, he/she may be more willing to try new foods.</i></p> <p>b. Share a sensory experience with your child as you paint with vegetable or fruit stampers. Pre-cut the fruit (like an apple) or vegetable (like a bell pepper) in half or in quarters. Encourage your child to paint with the food and create a unique poster. <i>Offering sensory experiences is very important. Children learn by touching, tasting, smelling, listening, and observing.</i></p>	<p>a. food of the same color, clothes of the same color as the food</p> <p>b. pre-cut apples and bell peppers, washable paint, construction paper, baby wipes</p>	<ul style="list-style-type: none"> • Work with your child to choose a color scheme. Ask your child for suggestions. • Make a list of fruits and vegetables that are red, blue, purple, yellow, orange, and green. • Encourage your child to submerge their fingers in the paint, to dabble in the paint, and to paint with the food stamper. Help as little or as much as is needed. 	<ul style="list-style-type: none"> • Work to decrease the sensitivity of the picky eater if they are involved in the process of the preparation.
Family Assignment	<p>Encourage your child to grow a garden together. You can plant seeds, vegetable tops, herbs, or roots. Try planting garlic, onions, potatoes, basil or avocado pits. Help your child understand that they need sunshine, water, and to be cared for to survive.</p> <p>As you prepare food for cooking, invite your child into the kitchen. Talk about the fruits and vegetables that you are serving: like watermelons, pumpkins, squash and coconuts.</p>			
Resources:	<ul style="list-style-type: none"> • For the <i>Foods That Grow</i> video and additional activity ideas, visit: www.klrn.org/healthy-kids • <u>Activities for Responsive Caregiving</u> by Jean Barbre, EdD 			