

Lesson 9: Healthy Choices A to Z

Content Area: Mathematics/ Problem Solving

Book of the Day: Monsters Don't Eat Broccoli by Barbara Jean Hicks

Poems and Songs: Row, Row, Row Your Boat

Vocabulary Words of the Day: flesh, alike, roll

	Activities:	Materials Needed:	Opportunities for Interaction:	Standards/ Learning Outcomes:
Birth to 18 months:	<p>a. When you visit the grocery store, visit the produce section. Talk about fruits and/or vegetables as you describe what it is, how it looks, what it tastes like, and where it grows from (i.e. trees, bushes, or underground). <i>This activity will introduce your child to healthy food.</i></p> <p>b. Recite the original chant with your child and replace the lyrics with different fruits and vegetables. As the child responds by moving or babbling, acknowledge their responses. <i>This helps the child understand that their actions illicit responses and introduces new words and chants.</i></p>	<p>a. fruits and vegetables</p> <p>b. Sung to the tune of "Row Your Boat" Apples, bananas, and pomegranates are healthy fruits for me. I like to eat fruit every day, so I can be healthy!</p>	<ul style="list-style-type: none"> • Select fruits and vegetables- both familiar and new. Share information with your child about fruits like apples and kiwi. "Apples can be red, green, or yellow. Red delicious apples have an edible skin that is deep red or bright red. We can get them throughout the year. They have a white flesh and seeds in the center. Kiwi is a fruit and is about the size of an egg. It has a brown, thin skin and it has hairs on the skin. It has a green pulp with small, black seeds that you can eat. Both are sweet fruits." • As you sing the song with your child, you are introducing fruits and vegetables. Don't be shy! Create your own lyrics to the song as you replace the lyrics with healthy food your child enjoys. 	<ul style="list-style-type: none"> ✓ Communication ✓ Listening ✓ Understanding ✓ Vocabulary ✓ Experiments with different uses for objects

a. Introduce the *Healthy Choices A to Z* video.

b. When you visit the grocery store, visit the produce section. Select three new fruits and/or vegetables to buy. ***This activity will introduce your child to healthy food***

a. The *Healthy Choices A to Z* video.

b. fruits and vegetables

- Explain to your child what is happening in the video. The song is about healthy foods and physical activities.

As you view the video multiple times, help your child perform some of the actions as you follow along to the song.

Practice new gross motor movements (i.e. hopping, crawling, rolling) with your child. Keep the movements simple and encourage your child to imitate what you do.

- During your trip to the grocery store, involve your child as you select three new healthy food items. Describe what it is, how it looks, what it tastes like, and where it grows from (i.e. trees, bushes, or underground). Do a taste test with your child to introduce it to him. Remember, you may have to introduce a new food to your child 10-15 times before he will realize that he enjoys it.

- ✓ Communication
- ✓ Vocabulary

- a. Introduce the *Healthy Choices A to Z* video.
- b. Model for your child a series of gross motor movements. Explain that you will first bend at the waist, then stretch your fingers and finally reach for the sky. ***This helps your child understand that words have meaning and you will help your child to focus on a short series of directions.***
- c. Face each other—as if you are looking in a mirror. You will be the leader. As you move, your child will imitate your movement. ***This helps your child focus on following a short series of directions.***

- a. The *Healthy Choices A to Z* video.
- b. No materials needed.
- c. No materials needed.

- Explain to your child what is happening in the video. The song is about healthy foods and physical activities.
- Explain that you will first bend at the waist, then stretch your fingers and finally reach for the sky. Help support your child if she is having trouble performing any of the actions. Include additional actions like twisting and wiggling too.
- Face each other—as if you are looking in a mirror. You will be the leader. As you move, your child will imitate your movements. Stretch your body to make upper case letters with your arms (i.e. C, A, O, L). As you introduce a new letter shape, name healthy foods that begin with that letter (i.e. carrots, asparagus, lettuce).

- ✓ Communication
- ✓ Language
- ✓ Literacy
- ✓ Applies knowledge to new situations
- ✓ Begins to develop interest and skills related to numbers and counting

- a. Introduce the *Healthy Choices A to Z* video.
- b. Read the book, Monsters Don't Eat Broccoli, by Barbara Jean Hicks with your child. As you read together, you can also do a taste test of vegetables that are introduced (i.e. alfalfa sprouts, broccoli). ***This activity helps your child understand about different green vegetables and about sampling healthy foods.***
- c. Dancing and introducing gross motor activities is really important at an early age. Select child friendly music. As the music is playing, dance. When the music stops, freeze! ***This activity will help your child learn how to follow simple directions and how to control her body.***

- a. The *Healthy Choices A to Z* video.

- b. Monsters Don't Eat Broccoli by Barbara Jean Hicks; alfalfa sprouts, broccoli

- c. child friendly music, radio or laptop

- Explain to your child what is happening in the video. The song is about healthy foods and physical activities.

Co-view the video and ask your child to name healthy foods or activities that were mentioned in the clip. Talk with your child about the importance of healthy choices. Talk about healthy routines that you practice daily (i.e. getting up, washing your face and hands, brushing your teeth, and combing your hair). Can you name healthy habits that were not mentioned in the video?

- Do a "picture walk" as you share the cover, title, author and illustrator and browse through a few pictures.

Ask him to share his thoughts about what he thinks the story might be about. Explain to your child that the monsters are learning about healthy food and physical activities. After reading the book, ask your child if he can recall names of food that the monsters tried. Ask, "Did the monsters like broccoli?"

- Select child friendly music. As the music is playing, dance. When the music stops, freeze! Encourage your child to dance and be an active dance partner. You can freestyle, bounce, march, or wiggle and shake. Be safe and be aware of your neighbor so that you don't accidentally bump into someone.

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓ V.E.3 Child recognizes and creates patterns

a. Introduce the *Healthy Choices A to Z* video.

b. Read the book, Monsters Don't Eat Broccoli, by Barbara Jean Hicks with your child. ***This activity helps your child understand about healthy foods and imagination.***

c. Make a fruit salad with your child. Encourage your child to do as much independently as he can. ***This activity helps your child work with others, practice his fine motor skills, and problem solving skills. He will also practice following a set of simple commands.***

a. The *Healthy Choices A to Z* video; pencil, paper

b. Monsters Don't Eat Broccoli by Barbara Jean Hicks

c. Plastic bowl, plastic forks, small cutting knives (for the adult to use); fruit like: bananas, strawberries, oranges, peaches, and blueberries

- Explain to your child what is happening in the video. The song is about healthy foods and physical activities.

Co-view the video and ask your child to name healthy foods or activities that were mentioned in the clip. Talk with your child about the importance of healthy choices.

Co-create a list of healthy foods and habits that were not mentioned in the video.

- Do a "picture walk" as you share the cover, title, author and illustrator and browse through a few pictures.

Ask him to share his thoughts about what he thinks the story might be about. Explain to your child that the monsters are learning about healthy food and physical activities. Ask, "Can you name some foods that they tried? At first, did they like broccoli? What changed their mind about how broccoli tasted?"

- Make a shopping list for what you both want in the fruit salad. Make a trip to the store and purchase the fresh produce. At home, wash the fruit together. Allow the child to practice peeling the banana and orange peels and help your child to cut the fruit.

Count the pieces of fruit as you add them to the bowl. Ask your child questions like, "How many pieces of fruit are in your bowl? What do you have more of, pieces of banana or oranges? What fruit do you like the most?"

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓ V.E.3 Child recognizes and creates patterns

Special Needs:	<p>a. Make two sensory tubs (with whole and half fruits or vegetables). Select a variety of food- weight, shape, color. <i>This activity will encourage sensory exploration and will expose your child to different textures (i.e. the skin, the flesh).</i></p>	<p>a. two shallow tubs, fruit and vegetables (i.e. bananas, apples, pineapples)</p>	<ul style="list-style-type: none"> • Make a sensory tub filled with whole pieces of fruits or vegetables. Select a variety of food- weight, shape, color. Make a second sensory tub filled with the same fruits or vegetables cut in half. <p>Describe the food using your five senses. Encourage, if he is comfortable, for your child to feel the food. Talk about each piece of food that your child picks up, looks at, or points to. Count the number of pieces of fruit that you explore.</p>	<ul style="list-style-type: none"> ✓ Sensory ✓ Following Directions
Family Assignment:	<p>As you encourage your child to make healthy choices, start with exploring food by colors. Each week, choose a “Color of Food” for the week. Create a goal to include that color of food three or four times for your family meals.</p> <p>When you visit the grocery store together, search for foods that are the same color as the “Color of Food” for the week. These could be a combination of foods that your child is familiar with and enjoys and new foods. Introducing new foods is important and involving your child in the activity gives them ownership in the activity. As you find foods in the same color family, you are introducing a math activity by classifying and sorting. Take every opportunity to introduce new descriptive vocabulary words as you talk about the fruits and vegetables in the produce section.</p>			
Resources:	<ul style="list-style-type: none"> • For the <i>Healthy Choices A to Z</i> video and additional activity ideas, visit: www.klrn.org/healthy-kids • <i>Chicken Soup With Rice</i> by Maurice Sendak, <i>Bread, Bread, Bread</i> by Ann Morris, and <i>Eating the Alphabet</i> by Lois Ehlert 			