

## Lesson 9: Healthy Choices: A to Z

### TEKS: Prekindergarten

#### Social and Emotional Domain:

I.A.4 Child shows initiative in independent situations and persists in attempting to solve problems.

#### Language and Communication Domain:

II.D.1 Child uses a wide variety of words to label and describe people, places, things and actions.

II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.

#### Reading Domain:

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

#### Writing Domain:

IV.B.3 Child shares and celebrates class made and individual written products.

#### Mathematics Domain:

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2 Child collects data and organizes it in a graphic representation.

#### Science Domain:

VI.A.1 Child observes, investigates, describes and discusses properties and characteristics of common objects.

#### Physical Development Domain:

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

#### Objectives:

- Students will be able to identify five or more fruits and vegetables.
- Students will discuss the health benefits of eating a variety of fruits and vegetables.

#### Activities:

1. Introduce the Video (5 minutes) – The *Healthy Choices: A to Z* video and discussion.
2. Shared Reading (15 minutes) – Explore a book, Monsters Don't Eat Broccoli, that tells the tale of monsters who don't eat broccoli. (Author: Barbara Jean Hicks)

3. Circle Time: Veggie Vote! (20 minutes) – Take a survey to identify students' favorite vegetables.
4. Circle Time: Trying New Foods (10 minutes) – Activity to focus on healthy food choices.
5. Points to Ponder (5minutes) – Options for further discussion.
6. Extension Activities (5 to 20 minutes) – Further exploration of concept.
7. Family Activity (20 minutes)- Family activity to be done at home and reported about at school.

**Materials:**

Introduction- Video: *Healthy Choices: A to Z*, chart tablet, markers, masking tape

Shared Reading: Monsters Don't Eat Broccoli by Barbara Jean Hicks

Veggie Vote: The Vegetables We Eat by Gail Gibbons, Post-It notes with the children's names, chart tablet, markers, masking tape

Exploring New Foods: Monsters Don't Eat Broccoli, chart tablet, markers, list for families

**Extension Activities:**

Five a Day, Count This Way: assortment of play food pieces (fruits vegetables, meat, grains), pictures of food (fruits vegetables, meat, grains)

Cereal Necklaces: round, whole grain cereal with holes, tipped yarn

My Plate: masking tape, laminated photos of different types of food, labels for the plate

Family Activity: paper, crayons, pencil

**Pedagogy:**

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, you might ask students to tell how a carrot and apple are the similar or different as you compare and contrast their physical properties (Bloom). For a visual style of learner (Gardner), you might ask them to draw and color (illustrate) new fruits or vegetables they saw in the video.

**Did You Know?**

Asparagus is green, purple or white. Its stem is edible.<sup>1</sup>

Strawberries are the only fruit which grows seeds on the outside. If you lined up all the strawberries grown each year, they would circle the Earth almost 17 times!<sup>2</sup>

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<sup>1</sup> <http://www.allasparagus.com/asparagus-colors/>

<sup>2</sup> <https://wonderopolis.org/wonder/why-does-a-strawberry-have-seeds-on-the-outside>

## Brain Builder Vocabulary

energy  
vitamins  
nutrition  
fiber  
minerals  
survey  
graph  
vote

## Other Resources:

Eating the Alphabet by Lois Ehlert  
From Seed to Plant by Gail Gibbons  
Growing Vegetable Soup by Lois Ehlert  
Pancakes for Breakfast by Tommie dePaola  
The Popcorn Book by Tomie dePaola

## Healthy Choices: A to Z Activities

### Introduction (5 minutes)

1. **Before you watch the video**, welcome the students by saying, “Hello boys and girls. Today we are going to visit SP, Yukon and Russet and learn more about our bodies and what makes them work. As you look at the video, look for healthy choices that the characters mention.”
2. In the classroom, post the words to *Healthy Choices: A to Z* on a large chart.
3. Watch the *Healthy Choices: A to Z* video.
4. **After you co-view the video**, explore the following question:

Can you help me name healthy choices that SP, Yukon and Russet mentioned?  
Make a running list of all ideas that the children contribute.

Then ask the children to help you organize the ideas into two groups (Food vs. Exercise). Differentiate the 2 groups using two different-colored markers. You could also make a “T-chart” as a group.

### Shared Reading (15 minutes)

Materials: Monsters Don't Eat Broccoli by Barbara Jean Hicks

1. Do a “picture walk” as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book (possibilities may include: illustrations, about the font or print; the types of characters; vocabulary

mentioned in the title, etc.). Ask them what they think the story might be about. What clues are they considering?

2. Read the book Monsters Don't Eat Broccoli by Barbara Jean Hicks. Pause as needed to introduce new vocabulary words and new food items.
3. Speak with the students and ask them to confirm or rebuff their predictions.
4. What did we understand from the reading?
  - Explore the following discussion questions: Why do you think the monsters did not like broccoli? What changed their mind? Can you name some healthy foods the monsters named in the book? What choices do you make most often when you are bored or hungry? Instead of eating unhealthy food like potato chips, what healthier choices can you make?

### **Veggie Vote! (20 minutes)**

Materials: The Vegetables We Eat, Post-It notes with the children's names, chart tablet, markers, masking tape

1. Reintroduce the book, The Vegetables We Eat, by Gail Gibbons. *It is the book from Lesson 8.* Review the illustrations to remind students about the vegetables in the book.
2. Do a quick majority poll about their favorite vegetables; list five of the most popular vegetables on a chart.
3. Next, make a simple bar graph to capture the information. Label the x-axis with the names of the favorite vegetables. Label the y-axis with numbers 1-15. Label the chart with a title.
4. Give each student a Post-It note with their name on it. Ask them to place it in the column of their favorite vegetable.
5. Key Discussion Points:
  - How many people voted?
  - Which vegetable did most children vote for? This is the **popular vote**.
  - Which vegetable did children vote for the least?
  - Were there any vegetables that received the same number of votes?
  - How many students voted for \_\_\_?
  - How many students liked \_\_\_ the best?
  - Were any of the vegetables on a chart not mentioned in the video?
  - What fruits and vegetables in the video or book would you like to try?
6. Display the graph in the classroom. Encourage them to talk with their peers and to share the chart with their family members when they visit the classroom.

### **Circle Time: Exploring New Foods (10 minutes)**

Materials: Monsters Don't Eat Broccoli, chart tablet, markers, list for families

1. Revisit the book Monsters Don't Eat Broccoli by Barbara Jean Hicks.
2. Discuss how it was hard for the monsters to try new foods.
3. Ask the students if they have a hard time trying new food or when they try a new activity.

4. Share about the importance of trying new, healthy foods. Encourage them to identify new, healthy foods that they have recently tried, would like to try, or would recommend others to try.
5. Create a class list of healthy foods that they have expressed an interest in trying.
6. Type this list and share it with all of the families. Include a note that encourages them to try a new food this week. Remember, people may have to try a new food 10-15 times before they decide if they like it.

### **Points to Ponder (5 minutes)**

1. A well-balanced diet, rich in fruits and vegetables, may be able to prevent tooth decay and periodontal disease (gum disease).<sup>3</sup>
2. Oranges and apples give your body lots of vitamin C. Vitamin C helps keep you from getting sick and helps you to heal when are sick.<sup>4</sup>
3. To get all of the necessary vitamins and nutrients that your body needs, eat a different colored fruits and vegetables.<sup>5</sup>

### **Extension Activities:**

#### **Math: 5-A-Day, Count this Way (10 minutes)**

Materials: assortment of play food pieces (fruits vegetables, meat, grains), pictures of food (fruits vegetables, meat, grains)

1. Provide play foods and photos of fruits, vegetables, meat, and grains.
2. Students will identify five items that are in the fruit/vegetable food group.
3. Help them classify by other qualifiers (i.e. color, shape, size, foods they have tried).

#### **Fine Motor Skills: Cereal Necklaces (5 minutes)**

Materials: round, whole grain cereal with holes, tipped yarn

Students will practice the pincer grasp as they string cereal on the yarn. Challenge students to string a certain number of pieces (i.e. 10 pieces). Also, ask the students to count the number of cereal pieces on their yarn.

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<sup>3</sup> <https://www.fruitsandveggiesmorematters.org/fruits-and-vegetables-promote-strong-teeth-and-gums>

<sup>4</sup> <https://www.health.harvard.edu/cold-and-flu/can-vitamin-c-prevent-a-cold>

<sup>5</sup> <https://www.fruitsandveggiesmorematters.org/taste-a-rainbow-of-fruits-and-veggies>

**Music: One Potato, Two Potato (5 minutes)**

During circle time, introduce the popular rhyme, "One Potato, Two Potato."

*One Potato, Two Potatoes, three Potatoes, four.  
Five potatoes, six potatoes, seven potatoes more!*

Recite it multiple times with your class. Then, change the food item; encourage the children to suggest a different fruit or vegetable.

As you count potatoes (fruits, vegetables), you can raise your fingers too.

**Science: My Plate**

Materials: masking tape, laminated photos of different types of food, labels for the plate

Create a large square made of masking tape (3' \* 3') on the floor. Divide it into quarters. Then make a separate, smaller square next to the larger one. Label each section with the five different food groups that create a balanced meal (fruits, vegetables, grains, proteins, and dairy). Model for the students how to create a balanced plate. Explain that we need foods from each of the five food groups to stay healthy; different foods provide us with important nutrients. Then, distribute laminated photos of different types of food to each student. Share with them the opportunity to work as a class to create balanced meals. (Refer to [www.myplate.gov](http://www.myplate.gov) as needed.) Remember to talk about the importance of making half of the plate filled with fruits and vegetables.

**Family Activity: Trying a New Food (20 minutes)**

The family activity will allow the child and their family to explore, healthy menu choices and healthy physical activity choices. Encourage the child to share what they learned at school. Also, ask them to share the foods that they are interested in trying.

Print this letter to share activity ideas for families to explore at home.

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, **Healthy Choices: A to Z**. (View it at: [www.klrn.org/healthy-kids](http://www.klrn.org/healthy-kids).)

We have been learning about healthy menu choices and healthy physical activity choices. As a class, the children created a list of foods they are interested in trying. Remember, a child must be offered a new food at least 10 times before they can truly decide if they like it.

- As a family, pick one new food to try. When you visit the grocery store, purchase one new whole food. Talk with your child about how it tastes, what it feels like, if it can be eaten raw or if it has to be cooked, and where it came from.
- Create a poster together that captures the information that you learned when you tried a new whole food.
- Send the poster to school with your child; he or she will have the opportunity to share it with peers.

**Choose health. It feels great.**