

Pre-K Appetizer: Lesson for Pre-Kindergarten

Purpose

To help students develop awareness that farmers provide the variety and abundance of foods we need to maintain and develop healthy lifestyles.

Desired Outcomes*

Pondering, Processing, and Applying Experiences

Generate ideas and suggestions and make predictions

Curiosity, Information-Seeking, and Eagerness

Use multiple strategies and all senses to explore the environment

Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting

Persistence, Attentiveness, and Responsibility

Demonstrate the ability to remain engaged in an experience

Develop a sense of purpose and the ability to follow-through

Motor Skills

Explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, and using other manipulatives

Physical Health and Growth

Recognize and eat nutritious foods

Develop an awareness of personal health and lifetime fitness

Mathematical Thinking and Expression

Sort, classify, and order objects on the basis of one attribute

**Based on Widely Held Expectations suggested by The National Association for the Education of Young Children*

The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

The learner will exhibit a physically active lifestyle.

Vocabulary

agriculture	beans	commodity	farm	food	fruits
grains	healthy	meat	milk	nutrition	oils
plan	pyramid	vegetables			

Materials Provided

- Manipulatives located in “Main Course” lesson
- “Eat/Don’t Eat Pictures”
- “Eat/Don’t Eat Symbols”
- “Every Day/Once in a While Symbols/Traffic Lights”
- “Every Day/Once in a While Pictures”
- “Run the Rainbow Challenge: Bubbling Up”

Materials Needed

- Laminated pictures of foods from each group named in MyPlate
- Information about major commodities raised by farmers in your state

Instructional Procedures

Preparation:

- Make necessary preparations as outlined in “Main Course” lesson.
- Prepare a file folder, felt-lined pizza box or similar display board placing “Eat” and “Don’t Eat” symbols – one on each side of the display board.
- Cut out and laminate “Eat/Don’t Eat Pictures.”
- Obtain information about major commodities raised by farmers in your state. Your state’s department of agriculture should be an appropriate resource.
- Cut out and laminate “Every Day/Once in a While Symbols/Traffic Lights” and “Every Day/Once in a While Pictures.”

1. Teach “Main Course” lesson.
2. As a whole class and/or center activity, use “Eat/Don’t Eat Pictures” and “Eat/Don’t Eat Symbols” to classify agricultural commodities people eat or don’t eat. Stress with students that all items in the activity are made available to us by farmers. Share information about major commodities – both plants and animals - raised by farmers in your state.
3. Display and discuss the meaning of the colors on a traffic light. Using the two traffic lights on page one of the “Every Day/Once in a While Symbols/Traffic Lights,” and “Every Day/Once in a While Pictures,” work as a group to categorize foods showing healthy choices. Place foods that should be eaten regularly on/around the green traffic light and empty calorie foods (i.e., foods that do not provide nutrition and are high in calories) on/around the yellow traffic.
4. As an extension, display the red traffic light to enable students to identify farm products that are unsafe to consume (crop protection chemicals, animal feeds, treated seeds, raw eggs, raw meat products, cleaning products, etc.)
5. Provide information for accessing the website www.ChooseMyPlate.gov. Visiting the website can be a class activity or information can be shared with parents to be accessed at home. Individual nutrition needs along with portion sizes can be obtained for children and adults at this website.

6. For physical activity, have class participate in “Run the Rainbow Challenge: Bubbling Up.”

Background Information

Farmers grow crops (plants) and raise livestock (animals) that give us food and clothing. Across the country, crops and livestock produced by farmers vary based on factors such as climate, terrain, soil type and availability of land.

Eat/Don't Eat Pictures (page 1 of 2)



Broccoli



Beans



Tomatoes



Butter



Cotton Shirt



Flowers

Eat/Don't Eat Pictures (page 2 of 2)



Pumpkin Bread



Tennis Ball



Baseball Hat



Suede Shoes

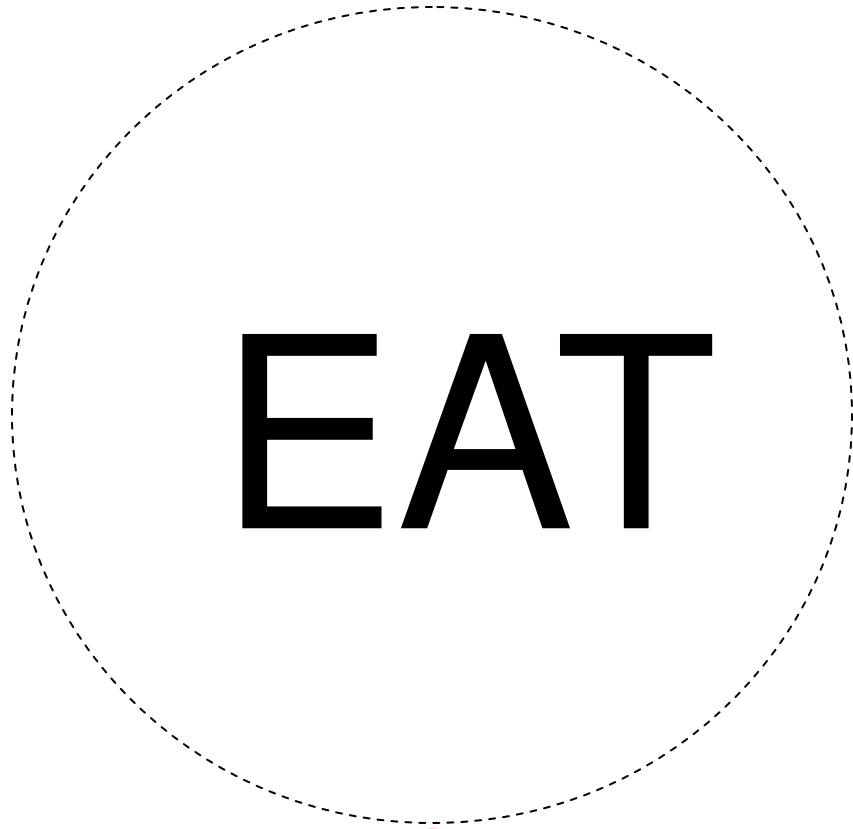


Crayon

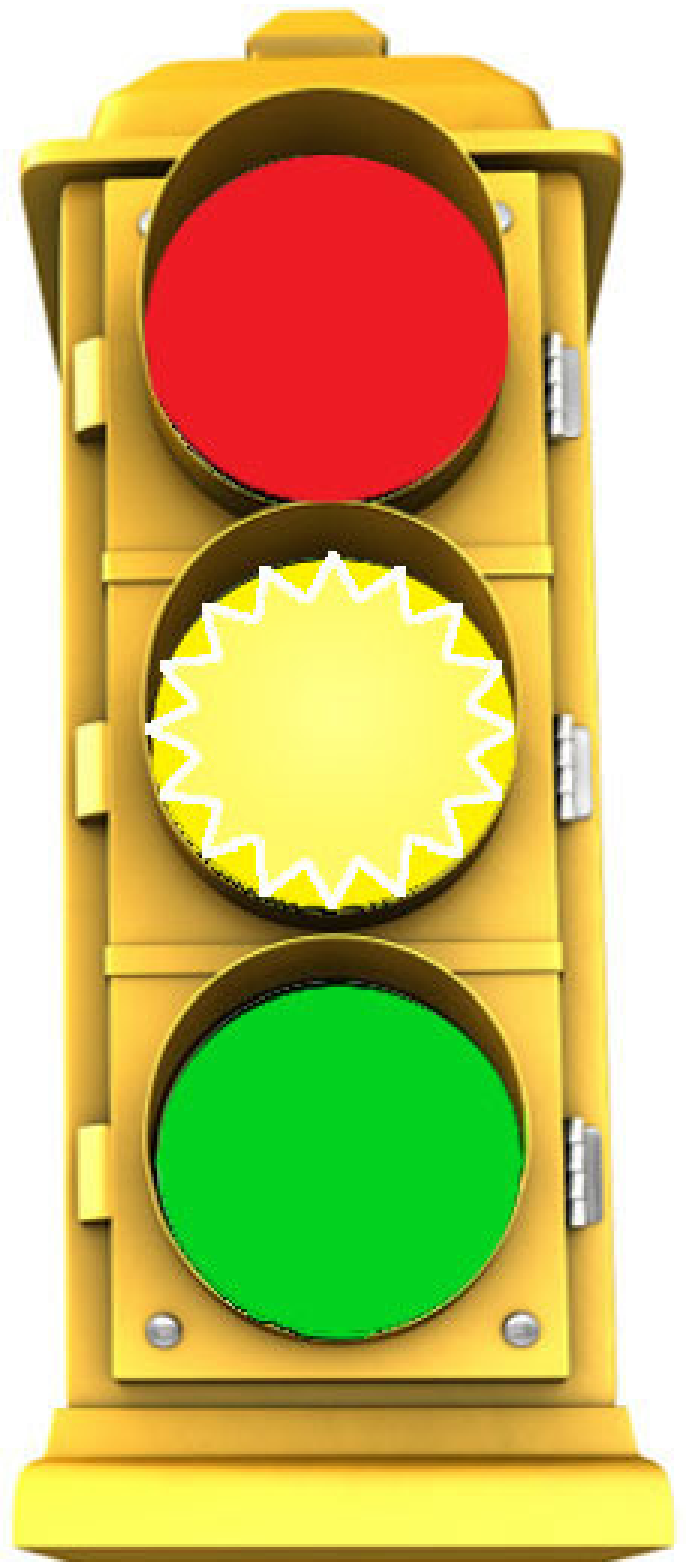
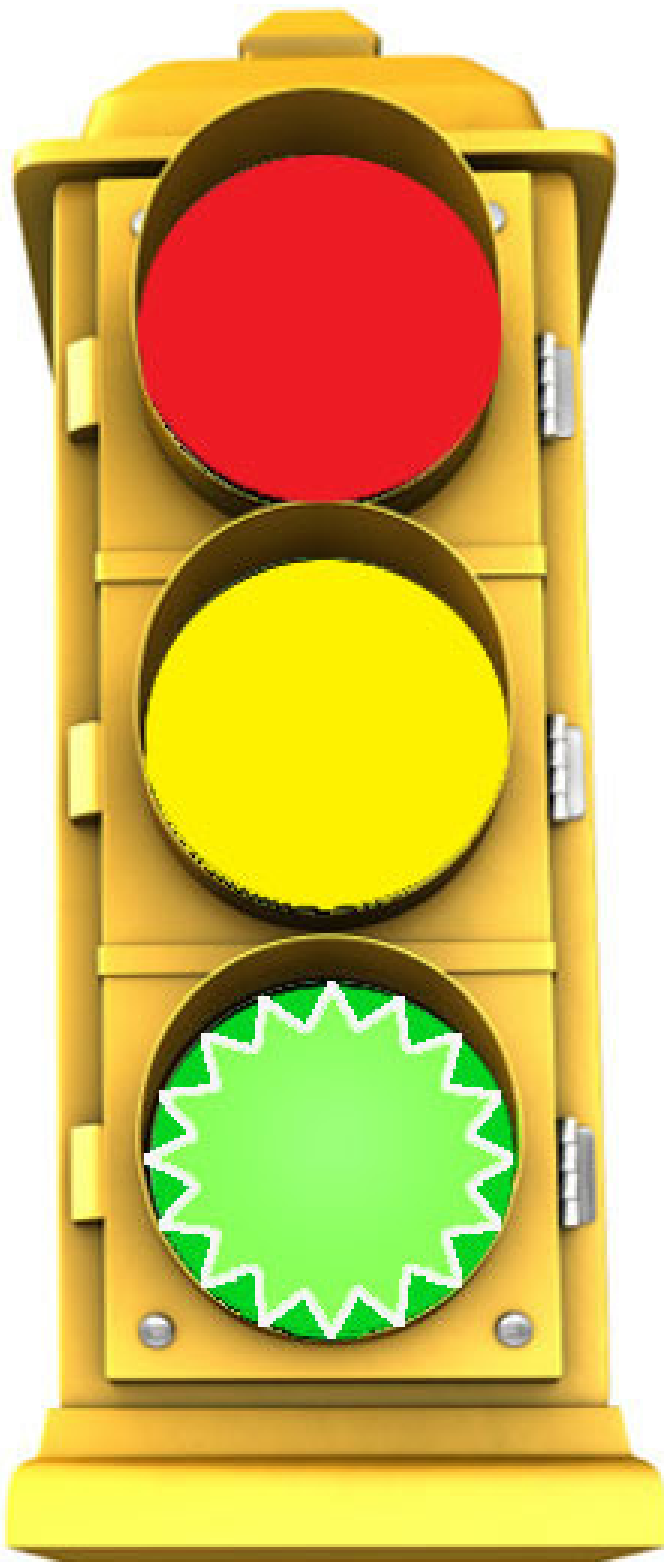


Milk

Eat/Don't Eat Symbols



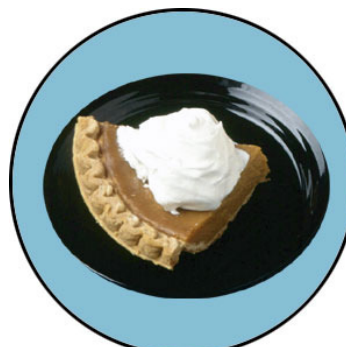
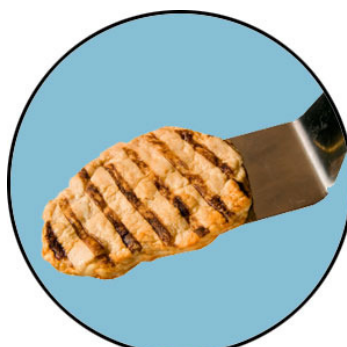
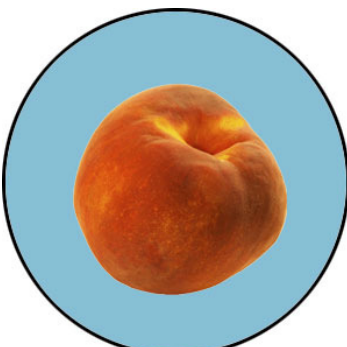
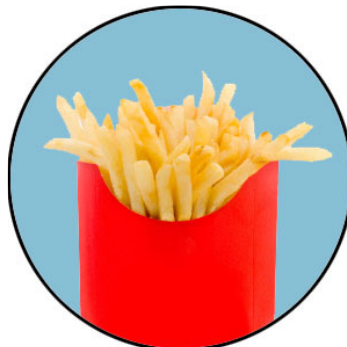
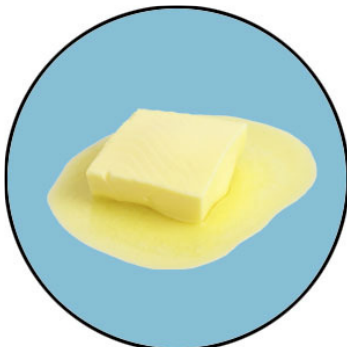
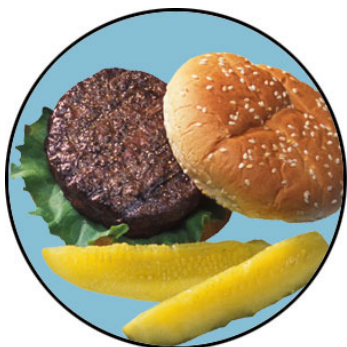
Every Day/Once in a While Symbols/Traffic Lights



Every Day/Once in a While Symbols/Traffic Lights (page 2)



Every Day/Once in a While Pictures



Run the Rainbow Challenge: Bubbling UP

In this lesson, students have made connections between the colors of a rainbow and the representative colors on MyPlate. As a playground activity, students may blow bubbles and chase them while looking for the rainbow that appears on each bubble when the sun shines on it. Challenge students to count the total number of bubbles they pop.

Variation – Assign students to teams. Have teams count the bubbles as they are popped. When a team has popped 10 bubbles, the team sits down.