

Food Sense
ECEAP – Lesson 1
The Foods We Eat

Objectives

After completing the lesson, students will be able to:

- Identify three fruits or vegetables and state their colors.
- Express that tasting new foods is good and taste at least one new food at the end of the lesson.
- Manipulate fruit and vegetable puzzles to put them together in proper order.

Story

The Foods We Eat, R. Duyff and P. McKissack. Many Hands Media.

Food Tasting

Foods in the book (page 10-11) that let children experience different tastes.

Lemon (sour), fruit (sweet), pretzel (salty), mild salsa on jicama slice (spicy).

Supply List

Food and Serving Supplies

- Check with teacher to determine whether any of the children have allergies to the foods being served today.
- Small amounts of each food, cut and in their own container. (Remember, to prepare items in such a way as to prevent choking—no small, round hard pieces).
- Small serving tongs
- Small paper plates
- Sanitizing solution in spray bottle and paper towels
- Plastic forks
- Napkins

Educational Materials

- Book, *The Foods We Eat*
- Flannel Board
- MyPyramid graphic with colored triangles
- Sample foods from each food group
- Large basket for sample fruits and vegetables
- Several of the fruits or vegetables shown in the book
 - Purchase fruits or vegetables likely to be new to most students, yet also economical.
 - Choose ones that demonstrate a variety of colors and textures (rough, fuzzy, smooth, etc.). Suggested foods: lemon, jicama, tomato, the fruit you'll be tasting. Additional possibilities: yam, a few green beans, pea snow peas, kiwi, purple grapes or plum.
- Several (4-6) fruit or vegetable pictures from the book, cut into 3 or 4 puzzle pieces each and laminated.

Handouts/Paperwork

- "I tasted a new food!" stickers for each student (with a sample veggie in the middle)
- Parent Newsletter
- Lesson 1 info sheet for ECEAP staff
- Time verification form with date, time and codes filled in (and names if known)

INTRODUCTION

- Make sure ECEAP staff has received Lesson 1 Information Sheet, which was previously emailed/mailed to them. Give them copies now if necessary.
- Give ECEAP staff the parent newsletters for distribution.
- Explain any assistance you'll need.
- Have staff help gather the children. Start by explaining the following:
 - I'm going to come see you once a month to talk about healthy food.
 - It's good to learn about new foods and taste them.
 - Today we're going to find out about many different foods.
 - We'll read a story about 12 children who are learning about many new foods from their friends.
 - Get to taste a few foods that we see in the book.
 - Put together some food puzzles.
- Set up the flannel board and give a brief and simple explanation of MyPyramid.
 - This is a guide that helps us remember to eat many different kinds of food to grow up healthy and strong.
 - Introduce the food groups and colors associated with them.
 - Show examples of foods in those food groups and put near the appropriate group.
- Now introduce the story. Today's story is called "*The Foods We Eat*," by Roberta Duyff and Patricia McKissack.
 - NOTE: Throughout the story, reinforce the following points whenever possible:
 - It's good to taste new foods so that we learn to like foods that are good for our bodies.
 - As foods are mentioned, indicate which food group they belong to—either point them out or ask children which group they go into, depending on the abilities of your group.
- On page 2-3 encourage the children to talk about what they see.
 - What do you think the children are doing? (having a food party)
 - Have you ever been to a party like this? (a potluck)
 - What are the names of some of the foods you see?
 - Who eats some of these at home?
 - If time, make up a riddle or two about some of the pictures on the page, such as, "I grow underground. I am orange with a green top. Children like to cut me into sticks and eat me for a healthy snack. What am I?"
- On page 4-5 focus on color. Ask the children what colors they see in the border of the page and then name a fruit or vegetable in the picture that is the same color.
 - Pass around the fruits or vegetables you brought that appear on this page. Ask the children, "What is this called? What color is it? What does it feel like?"
 - If time, play "I Spy" game a couple of times using the pictures on these pages.
- On page 6-7 read the text. Then read it a second time stopping after each "texture" word and ask the children "Which foods do you think are....soft (raspberries, mushrooms) etc."
 - Pass around the sample fruits and vegetables you brought that are on this page.
- On page 8-9 read the text. Then read it a second time and stop after each size or shape word and ask the children "Which bread do you think is....(size or shape word).

- On pages 10-11 read the text. Ask the children, “What foods are the children in the picture eating?” Tell them that in a few minutes, they’ll get to taste the same foods.
- On pages 12-13 focus on temperature. Read the text. Ask children what they see around the page border (ice cubes, snowflakes, sun). Ask how they would describe or explain each of those words. What else is cold? Hot? Have children name the foods on the page that are cold and hot. What do you need to remember to do before putting a hot food into your mouth? (Test to see how hot it is and eat it carefully.)
- On pages 14-15 explain that often times the same foods are used by many different cultures but are made differently. Explain the different dishes the children in the book are eating, but don’t stereotype cultures!
 - rice and black-eyed peas
 - Mexican rice
 - rice ball
 - plain rice
 Ask children if they eat rice at home. What is their favorite way to eat it? Do they use a fork or chopsticks? Point out the different varieties of rice shown in the border and how they’re different (color) and how are they the same (size and shape).
- On pages 16-17 read the verse and refer to the utensils on the border. Ask, which utensils do you usually eat with?
- On pages 18-19 talk about how the children are now ready to try the foods they learned about throughout the book. They have learned about many different foods, including their color, size, shape, feel, taste and temperature. So they’re more likely to try these foods now.
 - Read the verse. Ask, “What do the words of the story tell you?” (We eat different foods. Foods are fun to share.)
 - Have children imagine they are at this party. Ask, “Which foods would you choose?”
 - Then ask, “What foods are the children eating?” Reinforce the idea that choosing different foods is okay and part of being a food taster. Mention that every time you see them, you’ll have some foods for them to taste. They can get to be good food tasters!
 - Now we get to sing a song about tasting foods. Reinforce the theme that it is good to taste new and healthy foods.

GROUP ACTIVITY—Sing “The Tasters Song”

1. Put on tape and sing song.
2. Remove colored triangles from graphic on felt board. Give to children and let them place in correct positions. Do same with a few foods if time and ability permits.

CHOICE ACTIVITY (Continue until all children who want to participate have done so.)

Tasting Experience

- Let each child taste foods that stimulate different taste buds.
 - Lemon (sour)
 - Fruit (sweet)
 - Pretzel (salty)
 - Salsa on jicama slice (spicy)
- Give “I tasted a new food today!” sticker to each student who tries at least one of the foods.

Hands-on Activity

Have children do puzzles of laminated fruit and vegetable pictures that appeared in the book. Have them name the fruit or vegetable after they have completed the puzzle. Talk about color and texture.

Collect signatures of paid staff on verification form. Fill in date, code, time (and names of staff if known), before asking for signature/initials.

NOTE: After session, spray puzzle pieces with sanitizing solution; let air dry or sit at least 60 seconds before wiping dry with clean paper towel; also sanitize the fresh fruits and vegetables as much as possible.

9/20/05 G. Alleman