



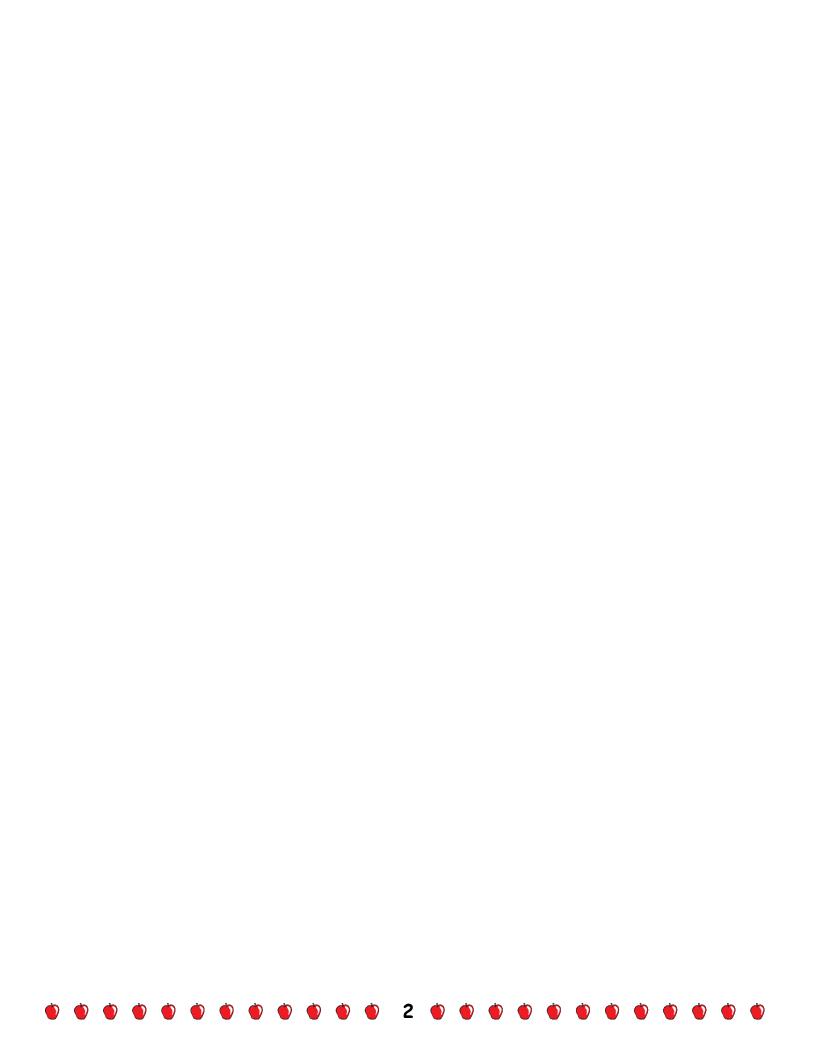
Washington State University Extension Edition

A Health Literacy Curriculum for Grades 1 and 2









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Introduction



Curriculum Description

Thank you for your interest in the *Read for Health* Curriculum developed by the University of Maryland Extension, Supplemental Nutrition Assistance Program Education (SNAP-Ed). Aligned with a state- wide initiative to increase youth and adult literacy skills, particularly with low-income populations, *Read for Health* uses language arts as a method to teach nutrition and encourage physical activity and healthy eating. This program targets young children and adults in elementary schools, public libraries, child care and community centers.

The goal of the SNAP-ED program is to provide low-income individuals with the knowledge and tools necessary to make positive behavior change with regards to nutrition and physical activity behaviors. SNAP-ED utilizes teaching materials like *Read for Health* that are developed specifically for the needs of a low-income audience.

The *Read for Health* curriculum addresses the following key behavioral outcomes:

- Make half your plate fruits and vegetables; eat whole grains, and switch to fat-free or low-fat milk products.
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle.
- Maintain appropriate calorie balance during each stage of life.

Read for Health was developed based on research suggesting that read-aloud language arts sessions improve topic motivation, engagement, and comprehension in children (Dreher, 2003; Baker, Dreher and Guthrie, 2000; Ivey 2002). Selected children's books focus on themes related to healthy eating and physical activity. Each Read for Health lesson applies an interactive read-aloud format with an engaging discussion that relates reading content to the child. The program focuses on increasing exposure to fruits, vegetables, and whole grains through activities, food demonstrations and tastings. Newsletter communication provides families with ideas and tools to increase access and consumption.

The books, lessons, and activities included in *Read for Health* target pre-school and elementary school aged children. While age-appropriate book and activity options are included in the curriculum, it is important to recognize the critical role of the read aloud session. Lessons and recommended books can relate to children of varying ages by properly tailoring the read aloud strategies and techniques.

We hope that the *Read for Health* program can easily meet your goals for nutrition education and language arts development. Thank you for your dedication to providing children the tools they need to develop into healthy and successful adults.

Washington State SNAP-Ed

For the approved curriculum list, Washington State SNAP Ed standardized 6-thematic lessons from this curriculum into standardized grade-appropriate lessons for Grades 1 and 2 only. The selected lessons focus on sources of foods, emphasis on fruits, vegetables and whole grains, physical activity, and related links to the environments from which foods are sourced and accessed.



Curriculum Fidelity

In a conversation with University of Maryland regarding curriculum fidelity, the originators of this curriculum stated there are **three required components** of each lesson: **1) the Book Activity, 2) the Food Tasting Activity, and 3) the Physical Activity**.

During the pilot, we found that variation in the amount of time given in any school or grade varied from 30 to 60 minutes. Based on the required elements consistent with maintaining fidelity, alternative physical activities and food tastings are offered for 30 minute and 45-60 minute lessons. In the Scope and Sequence table that follows, those required activities in each lesson to meet curriculum fidelity are in **bold font.**

Curriculum Organization

Lesson format

Each lesson addresses a nutrition or physical activity message and includes a recommended book related to that lesson. Lesson discussion is designed in a dialogue learning format and links the concepts in the book to the behaviors of the child and their family. An overview of all lessons is provided in the Scope and Sequence table in this introduction. Each lesson indicates materials needed and preparation work. A time estimation for completing preparation work, teaching the standard lesson, and additional activities is also included.

For Washington State SNAP-Ed, these lessons are non-sequential, i.e. can be taught in any order, with one exception. In Grade 1, the *Keep your Body Moving* lesson where MyPlate is introduced should precede the *Family Meals* lesson.

Lesson associated activities and materials can be found in Appendices A (Resources), B (Activities), and C (Materials). These are referenced in each lesson as needed.

Lesson Activities

<u>Book Activity</u>. Each lesson includes an activity that relates the reading discussion to practicing the behavior. When applicable, activities involve a food demonstration. All materials and preparation for these activities are listed in the Preparation Outline of each lesson. The WSU Edition has also added "vocabulary" lists, based on the chosen book, that add to the common core ELA standards for each lesson.

<u>Food Tasting Activity</u>. It is extremely important to be prepared when incorporating food into the classroom. You may want to wash and prepare all fruits and vegetables before class. One alternative is to think about how the children can get involved and contribute to the food preparation during the lessons. It is important to plan appropriate tasks and duties based on the ability of your audience and the allotted time for the classroom. Specific tips regarding this concept are noted in lessons involving food. With SNAP-Ed, full portions are not allowable, so keep in mind when preparing the recipe that ½ serving or less should be considered a tasting portion. The recipe for each lesson follows the Teaching Outline, and aligns with Guidance allowability.

<u>Physical Activity</u>. There is physical activity in every lesson. These may vary from 2 to 15 minutes, depending on the length of the class time. All of these activities have been piloted with this age group and are found to be very popular, to the point that students may want to do the same activity several times over the series. Appendix B includes these physical activities.

The term "Brain Boosters" is commonly used in the WSU Edition of *Read for Health* as a reference to a short physical activity (2-5 minutes) that can stimulate the body and increase blood flow to the brain to improve attention and thinking. All "brain boosters" are contained in the Appendix B: Activities.

<u>Worksheets and Writing Prompts.</u> These activities were added to the WSU Edition of <u>Read for Health</u>. They are contained within each lesson and used as time allows. They reinforce the conceptual learning of the lesson, but are not required. They have been helpful in managing classroom behavior during hand washing. However, if there is not enough time in the SNAP-Ed class, it is highly recommended that a master of each be given to the teacher to complete as extension activities after the SNAP-Ed lesson is concluded. Writing prompts are incorporated into the academic alignments so teachers are motivated to complete them. In Washington State, literacy is emphasized in school enrichment, so aligning nutrition with English Language Arts Standards, and other curriculum requirements, improves the likelihood of acceptance into the school classroom, especially at the primary level.

<u>Equipment</u>. While it is great to allow each child to play a role in food preparation, it is extremely important to ensure their safety. Use child-friendly utensils such as "lettuce knives" or plastic knives when cutting fruits and vegetables. Utensils such as can openers and graters may be inappropriate for certain groups or may be used only with adult supervision. For Grades 1 and 2, WSU suggests that food preparation primarily be done by the educator, with perhaps a few helpers at each lesson to help distribute the tasting samples and supplies. First and second graders need a lot of direction and supervision which takes more time that may be limited. Often, the classroom teacher will assist with food preparation and serving.

<u>Allergies, Cultural and Religious Food Preferences</u>. Before any food preparation activity, be sure you are aware of any food allergies among your audience. Work with caregivers, teachers, or a school nurse to confirm this information. It is suggested that educators are aware of the site agency's practice for managing any specific concerns when serving food in the classroom.

<u>Food Safety</u>. It is extremely important that food preparation is done safely. Prior to starting a food demonstration, be sure to sanitize the work area. All children and adults that will be handling or consuming food will need to properly wash their hands. The steps to proper handwashing include:

- 1. Wet hands with warm water.
- 2. Apply soap.
- 3. Rub hands together, between fingers and fingernails for 20 seconds.
- 4. Rinse thoroughly.
- 5. Dry hands with paper towel.

Note: When soap and water are not available, hand sanitizer is an alternative.

Newsletters

Each lesson includes a newsletter. The newsletter provides an opportunity to link the caregiver to what their child is learning. Newsletters also communicate ideas and resources to caregivers to help encourage behavior change in the home. Each newsletter, available electronically as a fillable PDF format, includes an editable section on the upper right corner of the masthead where local agency can enter Agency name, contact information and names of educator(s) if desired.

WSU Newsletters are available in English and Spanish. In terms of cost, there are a couple options:

- 1. Newsletters can have both languages on one piece of paper when printed back-to back. Recipes are not required.
- 2. Each language can be printed separately, with the recipes printed on page 2. There are a couple exceptions where newsletter recipes were not available in Spanish.
- 3. To lower cost of printing, some schools or agencies may be willing to print the newsletters and assume the cost. They can be printed in black and white.

Scope and Sequence: The Curriculum Snapshot

The Scope and Sequence table that follows, provides a list, by lesson, of all books and activities. While most books and activities can be tailored to meet elementary-age audience, those provided here are geared to Grades 1 and 2. This overview may be helpful to school principals or curriculum specialists to determine if this curriculum is appropriate for teaching during the school enrichment day.

Vocabulary lists and an alternative book list follow the Scope and Sequence in this section of the curriculum. Separate vocabulary lists for each grade are also contained in their respective Grade-level folder. If alternative books are used, the vocabulary lists contained here are no longer relevant.

Grade 1 Scope and Sequence page 1 of 2

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
Family Meals Standards Health & Fitness H2.W4.1;H1.N1.1a; H2.N6.1 English Language Arts RL1-4,6,9;SL1a-c,2-4,6 Social Science E4.4.1; H4.4.1; SS 5.4.1	 Discuss the importance of eating together Explore how children can be part of a family meal Plan a healthy meal which includes a variety of fruits or vegetables. 	Book Let's Eat by Ana Zamorano Vocabulary Teaching Tools My Plate poster	Recipe Rainbow of Fruit Salad Optional: NERI: I Tried It sticker	Physical Activity Hokey Pokey/Dancing Dice/Brain Booster Writing prompt My Healthy Family Meal Placemat Choose MyPlate.gov Newsletter for Parents
Food from the Earth Standards Health & Fitness H1.N1.1a;H1.N1.1b; H1.N4.1; H1.N5.1 English Language Arts RL 1-4,7; RI1-4,6,7,10; W 2, 8 Integrated Science 1LS1.A	 Learn how nearly all of our food begins with seeds, even protein, grain, and dairy foods. Discover how soil, sun, and rain help make seeds and plants grow. Taste some edible seeds that are recognized as food 	Book Oh Say Can You Seed by Bonnie Worth Vocabulary Food Activity 2 Planting a Seed Teaching Tools Cup, soil, tray, spray bottle, marker	Recipe (choose 1 based on time) Taste of 3 seeds OR Hummus and Pita chips Optional: NERI: I Tried It sticker	Physical Activity Brain Booster; or Grow Like a Seed Writing prompt What do Plants Need? Worksheets Plant Parts worksheet (opt) Seed Planting Activity Newsletter for Parents
Fruits & Vegetables/ Farmers' Markets Standards Health & Fitness H1.N1.1a; H1.N1.1b; H1.N4.1; H1.N5.1 English Language Arts RL 1-4,9; RI1-4,6,7,9; W 2,8; SL1-6 Social Science G 3.2.1 Integrated Science 1LS1.A	 Identify fruits and vegetables. Discover that fruits and vegetables are grown on a farm. One place to buy fresh produce is at a farmers' market. Learn about the importance of eating fruits and vegetable every day as part of being 	Book A Day at the Market by Sara Anderson Vocabulary Teaching Tools	Recipe Vegetable kebabs OR Fruit Kebabs Optional: NERI: I Tried It sticker	Physical Activity Brain Booster or Dancing Dice Writing prompt Fruits and vegetables Worksheet My Plate (opt) Newsletter for parents

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
Keep Your Body Moving Standards Health & Fitness H1.N1.1b; H1.N4.1; H1.N5.1 English Language Arts RL1-4,6,7; RI 1-4,6-8; SL 1-6; W8	 Learn that playing actively results in a healthy body. Learn the importance of drinking plenty of water every day. Identify and discuss ways to be physically active. Practice being physically active. Categorize different foods and activities based on how they affect the body. Identify sometimes foods and anytime foods 	Book IQ Gets Fit by Mary Ann Fraser Vocabulary Teaching Tools IQ Get Fit poster Food and Activity Picture Cards Music/player	Food Tasting Banana Crunchos Alternative recipe for 30 minute class: Fruit Kebabs Optional: NERI: I Tried It sticker	Physical Activity Musical Chairs Game/Food and Activity Cards Writing prompt Physical activity for you and your family Worksheet Newsletter for parents
Picky Eaters Standards Health & Fitness H1.N1.1a;H1.N1.1b; H1.N4.1; H1.N5.1; H2.N6.1 English Language Arts RL1-4, 6; RI1-4, 6,7; W1,8; SL1-6 Social Science SS4.4.1; 3.2.1, 5	 Describe the importance of trying different foods. Identify new fruits and vegetables. Practice being physically active. Create new names for foods that may help others to taste them for the first time. 	Book: I Will Never NOT EVER Eat a Tomato by Lauren Child Vocabulary Teaching Tools	Food tasting — Round foods: Name that Food! Optional: NERI: I Tried It sticker	Physical Activity Dancing Dice game Writing prompt Tried a new fruit or vegetable Worksheet (opt) Healthy Hut Newsletter for parents (no recipe)
Whole Grains Standards Health & Fitness H1.W1.1;H1.N1.1a; H1.N4.1; H1.N5.1 English Language Arts SL1-4,7,9; RI1-4,7; W3; SL1-6 Social Science H4.4.1; G3.2.1	 Learn where the Grain group is located on MyPlate Learn which foods belong in the Grain group Learn that grains provide energy to grow, play and think. 	Book The Tortilla Factory by Gary Paulsen Vocabulary Teaching Tools MyPlate Poster Whole Grain diagram Whole Grain board Whole grain seed packets	Quesadillas or Trail Mix Optional: NERI: <i>I Tried It</i> sticker	Physical Activity On the Farm or Brain Booster Writing Prompt Grain Group and physical activity Worksheet Whole Grains Word Search Newsletter for parents

Grade 2 Scope and	Grade 2 Scope and Sequence page 1 of 2					
Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets		
Family Meals Standards Health & Fitness RL2.1; RL2.4; RI2.6; RI2.7; L2.4b; H1.N4.2; H2.N6.2; H5.N6; English Language Arts SL2.1a,b,c; SL2.2: SL2.3; SL2.4	 Discuss the importance of eating together Explore how they can be part of a family meal Make a healthy meal together which includes a variety of fruits or vegetables. 	Book We Love the Company by Angela Russ-Ayon Vocabulary Teaching Tools My Plate poster	Recipe Rainbow Pasta Salad Optional: NERI: I Tried It sticker	 Physical Activity Hokey Pokey/Dancing Dice/Brain Booster Writing prompt You're the Chef! Word Search Family Meals Word Search Newsletter for Parents 		
Food from the Earth Standards Health & Fitness H2.N6.2 English Language Arts RL1,5,7; RI1,3-4,6,8; SL1-4,6 Integrated Science 2-LS2-1; 2LS4-1	 Learn how nearly all of our food begins with seeds, even protein, grain and dairy foods. Discover how soil, sun, and rain help to make seeds and plants grow. Discover the organisms living in the soil and why they are important to making soil healthy. Learn how the earth provides soil, sun, and water to plants which provide food and oxygen for people and animals. 	Book Seed, Soil, Sun by Cris Peterson Vocabulary Nutrition Activity Garden in a Glove	Recipe Taste of 1-3 edible seeds Optional: NERI: I Tried It sticker	Physical Activity Brain Booster Writing prompt What Affects Plant Growth? Worksheets Plant Parts worksheet Seed Planting Activity Newsletter for Parents		
Fruits & Vegetables Standards Health & Fitness H1.N1.2b;H1.N4.2, H1.N5.2; H2.N6.2 English Language Arts RL1-3; RI1,2,6,8-9; W1-2; SL1-4,6	 Describe the importance of trying a variety of foods. Identify new fruits and vegetables. Understand why eating fruits and vegetables is important for healthy bodies. Understand that farmers grow the fruits and vegetables we eat by getting them to farmers' markets and grocery stores 	Book Why Do I Need to Eat Fruits and Veggies? by Johanna Pomeroy-Crockett Vocabulary Teaching Tools 5 Food Group Stickers	Recipe Vegetable kebabs OR Fruit Kebabs Optional: NERI: I Tried It sticker	Physical Activity On the Farm or Dancing Dice Writing prompt My Grocery List Letter Worksheet Five Food Groups Farm/stickers Newsletter for parents		

Grade 2 Scope and Sequence page 2 of 2

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
Keep Your Body Moving Standards Health & Fitness H1.N1.2a;H1.N1.2c; H1.N4.2 English Language Arts SL2.1a,b,c;SL2.;Sl2.3; SL2.4;RL2.1;RL2.6; RL2.7; RL 2.8	 Learn the importance of being physically active. Learn the importance of drinking plenty of water every day. Discuss ways to be physically active. Practice being physically active. Understand why the body needs to rest each day to get ready for a new day. 	Book The Busy Body Book by Lizzy Rockwell Vocabulary Teaching Tools MyPlate Poster Music/player	Food Tasting Oliver's Milkshake Alternative for 30 minute class Water Optional: NERI: I Tried It sticker	Physical Activity Fit Sticks, Dancing Dice or Musical Chairs Game/Food and Activity Cards Writing prompt Keep Your Body Moving! Worksheet Let's Play Word Search Newsletter for parents
Picky Eaters Standards Health & Fitness H2.N6.2; H5.N6 English Language Arts RL1-5,7; RI1,6,8; SL1-4,6	 Describe the importance of trying different foods. Identify new fruits and vegetables. Understand the importance of being physically active. 	Book The Seven Silly Eaters by Marla Frazee Vocabulary Teaching Tools	Food tasting — Round foods: Name that Food! Optional: NERI: I Tried It sticker	Physical Activity On the Farm, Go Bananas, or Dancing Dice Game Writing prompt Explain to a Picky Eater why it's important to try new foods Worksheet (opt) Snack Attack Newsletter for parents (no recipe)
Whole Grains Standards English Language Arts RL1,2,4,5; RI1,3,4,6,7; W8; SL1-4,6	 Learn how bread and grain products are made. Discover which foods are included in the grains food group. Identify the parts of a whole grain. Identify why whole grains keep us healthy 	Book Bread Comes to Life by Gary Paulsen Vocabulary Teaching Tools MyPlate Poster Whole Grain food models Whole Grain diagram Whole Grain board Whole grain seed packets Voting Sticker, Taste test	Quesadillas or Trail Mix Optional: NERI: I Tried It sticker	Physical Activity On the Farm or Go Bananas or Dancing Dice Writing Prompt Write descriptive words for each type of whole grain tasted Worksheet Whole Grains Word Search Newsletter for parents

Supplies Lists

The following supplies are needed to carry-out the hands-on activities and food demonstrations included in all curriculum lessons. Most supplies can be found in a typical classroom, office, home or can be purchased at a low cost. Individual supply lists are also included in each lesson.



Lesson Supplies (In addition to the handouts and visuals supplied in the Appendices)

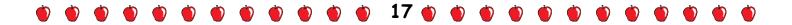
- Access to chalk board or dry erase board and chalk/markers
- Foam cube OR small box (optional)
- Tape
- Classroom chairs (one for each child)
- Music (optional, but well received by Grades 1 and 2)

Food Demonstration Supplies (In addition to the food needed for each individual tasting)

- Napkins
- Small plates or 2-4 ounce paper cups
- Large mixing bowl
- Mixing spoons
- Serving spoons
- Forks
- Colander
- Can opener
- Plastic knives
- Cutting boards
- Measuring cups and spoons
- Sandwich baggies
- One of the following: microwave, electric skillet, toaster oven
- Hand sanitizer or soap and water

Lesson Books

Many of the books included in this curriculum will be available at the local library. If a particular book is not available, try an alternative suggested title. An alternative book list for grades 1 and 2 is provided below. Price was a major consideration when selecting books for this curriculum. Most of the recommended and suggested books can be purchased for less than 10 dollars. For programs working with SNAP-ED, books can be acquired through a SNAP-ED educator.



Grade 1 Vocabulary List from Selected RFH Literature



Lesson Vocabulary words introduced and discussed		
Fruits and Vegetables	Baguettes Cloistered Moolah Mahi Mahi	
Food from the Earth	Moist Root Stem Leaves Flower Fruit	
	Anchor Photosynthesis Minerals Pollen Edible	
Keep Your Bodies Moving Flexible Balanced diet Disappointing Get fit Fitness Vanished		
	Chickpea Cafeteria (cah-fay-tare-ee-uh) Empanada Fiesta Gazpacho	
Family Meals	Paella (pie-ay-uh) Pollo (poyo) Sardinas Sevillanas (say-vee-yanas)	
Picky Eaters	Fussy Difficult Certainly Nibble Peak	
Whole Grains	Factory, flour vs. flower, rustling, ground (grind vs dirt); disks	

Grade 2 Vocabulary List from Selected RFH Literature

Lesson	Vocabulary words introduced and discussed
Fruits and Vegetables	Energy Visitor
Food from the Earth	Soils Silt Sand Bacteria Castings Organisms Oxygen Germinate
Keep Your Bodies Moving	Bronchi Inhale Exhale Absorb
Family Meals	Place setting Utensils Rude Unsteady Portion Fare (vs. fair) Amused Excused Cherish
Picky Eaters Patiently Murmur Opinions Bellowed Strain Peck poached Eggs Persnickety Appetite Depressed	
Whole Grains	Scratch Sowing Shoots Yield Chaff Threshing box Knead (vs. need)

Other Books by Lesson Theme for Grades K-2



When substituting books, the lesson objectives still need to be met. Using alternate books may also affect the Academic Standards Alignments.

THEME ALTERNATIVE BOOKS

Family Meals Feast for 10 by Cathryn Falwell

Cook-A-Doodle-Do by Janet Stevens and Susan Stevens Crummel

Eating Fruits and Vegetables Count on Pablo by Barbara deRubertis

Soup Day by Melissa Iwai

Tops and Bottoms by Janet Stevens

Food from the Earth From Seed to Pumpkin by Wendy Pfeffer

Dirt: The Scoop on Soil by Natalie M Rosinsky

Water, Weed, and Wait by Edith Hope Fine and Angela Demos

Halpin

Keep Your Body Moving My Amazing Body by Pat Thomas

Picky Eaters D.W. The Picky Eater by Marc Brown

Whole Grains Bread, Bread, Bread by Ann Morris

Pancakes, Pancakes by Eric Carle

Everybody Bakes Bread by Norah Dooley

Bread is for Eating by David and Phillis Gershator



Tips for Reading Aloud



Reading aloud to children has the potential to increase their motivation, engagement, and comprehension if and when read aloud activities are interactive.

Using the key elements of interactive read-aloud sessions will help you develop an engaging read aloud experience for youth of all ages (Fisher, Flood, Lapp and Frey, 2004):

- 1. Text selection
- 2. Preview and practice
- 3. Establishing a clear purpose
- 4. Modeling fluent reading
- 5. Animation and expression
- 6. Discussing the text
- 7. Independent reading and writing

Read Aloud Tips and Strategies

- Select text that is appropriate and interesting for your audience. Appendix A provides an alternative book list, for Grades 1 and 2.
- Review the book and practice reading aloud.
- Show children the cover of the book they will be reading. Determine pre-reading activities.
 - -Activate prior knowledge on the topic
 - -Provide relevant vocabulary. Vocabulary lists by grade level for the selected literature follows in this Introduction.
 - -Make predictions regarding what the book will be about
- Show children the words. For younger audiences, run your finger along the words as you read.
- Talk about the pictures. This works well particularly for younger audiences when reading more advanced literature. You don't have to read the book to tell a story.
- Make the story come alive. Create voices for the story characters and use physical animation to tell the story.
- Let the children tell the story. Have them take turns reading aloud or act out different characters or scenes. This works particularly well for older audiences when reading simple text.
- Ask questions about the story. What do you think will happen next? What is this? Let the children ask questions at certain times during reading.
- Place a sticky note on pages where you would like to stop and discuss.
- Determine post-reading activities. The Activities Appendix in this curriculum has age-appropriate activities that can be used to extend the messages from the book and make the connection to real life.
- When possible, partner older children with younger children to read and learn together.
- Have FUN!



Linking to the Classroom Curriculum

This curriculum is intended for use by University of Maryland Extension, SNAP-ED nutrition educators, elementary classroom teachers, after-school providers, librarians, and other community collaborators. While its use is vast, we realize that school-based programming requires a predominant focus on the state curriculum objectives. The University of Maryland did not provided the alignments to specific curriculum objectives. The RFH lesson should be tailored to meet the goals and objectives of the teacher. We encourage classroom teachers to employ before, during, and after reading activities to meet desired language arts objectives.

Washington State Learning Standards

Each of the 12 lessons standardized in Washington State, Grades 1 and 2 are aligned with the Common Core English Language Arts and Health and Fitness Standards (2016). Where other curriculum standards are met, such as social science and integrated science, they have also been added.

When approaching school principals and/or teachers, these alignments provide certified teachers with the information needed for acceptance into the school enrichment day.

WSU Read for Health - WSU Edition Pilot Evaluation Summary

WSU Extension SNAP Ed decided to adopt the Read for Health Curriculum, (University of MD) in FY2015. A committee of three local County Extension SNAP Ed Managers stepped forward to pilot six of the 12 lessons contained in the curriculum. The fourth member of the committee was the WSU State SNAP-Ed Program Coordinator. Because the original curriculum had 12 lessons and lesson learning level varied from preschool through Grade 5, WSU Extension chose the lessons and books that fit best with their experience with the K-2 audience. Due to the emphasis at the primary levels on literacy curriculum components in Washington State Schools, a certified teacher joined the RFH curriculum team to assist with the Academic Standards alignments for each lesson.

The six lessons were piloted initially in the spring 2015. Two on-site workshops were held to draft lesson content to include the needed variations for K-2. Each of the three local members assumed writing 6 lessons each: 2 themes at each of the 3 grade levels (K-2). During the winter of 2015-16 the lessons were piloted by county Extension SNAP-Ed units that expressed interest in using the curriculum for K-2. Six counties and 18 educators participated. Quantitative evaluations were completed by classroom teachers (n=53) and over 250 parents (26% return rate) of the youth receiving the newsletter (see summary tables below). Qualitative feedback was obtained through an electronic type 'focus group' of those educators who implemented the lessons. Common themes from the feedback related to book appropriateness for age level, timing of lesson (some had 30 minutes; others 45-60 minutes to deliver each lesson), and the need for inclusion of Washington State Academic Standards in order to have access to the school enrichment day. These recommendations and considerations were included into the final format and content of the *Read for Health – WSU Edition* lessons for Grades 1 and 2. Given that counties had other curricula to use with Kindergarten and outreach to that level was far lower than for Grades 1 and 2, only the latter were pursued in the final lessons completed for FFY2017.



Table 1. Summary of RFH Pilot Data of Teachers Observation Surveys (n=53)

Metric /Indicator Students	% Observed Positive Behavior Change	% Observed Increased Awareness through Verbal Expression
Make healthier meal or snack choices	71	87
Were more willing to try new foods.	58	53
Increased fruit and vegetable consumption	71	84
Increased physical activity	38	49
Showed more consistent hand washing before eating	54	50
Used skills learned to assess the relationship between food choices and health	67	59
Teachers	94	
Talked about or modeled relevant behaviors in the classroom		
Adopted one or more of the nutrition practices.	83	

Table 2. Summary of RFH Pilot Data of Parents (n = 252) of Youth Receiving RFH Newsletters in 47 Classrooms

Metric /Indicator Parents reported	% Observed Positive Behavior Change
Reading the newsletter and handouts brought home	80
Buying healthier snacks for child to eat	66
Increased fruit and vegetable consumption	69
Increased physical activity	59
Showed more consistent hand washing before eating	54



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GRADE 1

Grade 1 - Read for Health Family Meals



PREPARATION OUTLINE

PREPARATION OUTLINE	
LEARNING OBJECTIVES	 Student will: Discuss the importance of eating together Explore how children can be part of a family meal Plan a healthy meal which includes a variety of fruits or vegetables.
ESTIMATED TIME	30-60 minutes
	 30 minutes Introduction (2 mins) Book: Let's Eat (10 mins with discussion, vocab) Physical Activity (5 mins) Tasting (10 mins) Closing Discussion (3 mins)
	 45-60 minutes Introduction Book Physical Activity Placemat Activity and/or writing prompt (10-15 mins) Tasting (15 mins) Closing discussion
ACADEMIC ALIGNMENTS HEALTH & FITNESS ENGLISH LANGUAGE ARTS SOCIAL SCIENCE	H2.W4.1; H1.N1.1a; H2.N6.1 RL1-4,6,9; SL1a-c,2-4,6 E4.4.1; H4.4.1; SS 5.4.1
SUPPLIES	Teaching: Book: Let's Eat MyPlate Poster Parent Newsletters, English and Spanish Family Meals writing prompt (can leave with teacher) Food Tasting Salad ingredients (see recipe below) Mixing bowl and spoon Forks/napkins Small plates/cups/boats
	 Placemat Activity (Optional; can leave with teacher) Glue sticks Scissors (6 per table team) Markers/crayons/colored pencils Magazines or pictures of foods from seed catalogs or other magazines (4-5 per table team)

	 Placemat template, plain white paper plate or blank MyPlate diagram Placemat template as an example (optional) 			
HANDOUTS				
PREPARATION	 Before class- *note: This lesson should be used after introducing My Plate Hang MyPlate Poster Make copies of newsletter and writing prompt or placemat template Make Dancing Dice (if using) Shop for and/or prep food tasting items If offering a short lesson (30 minutes), prepare salad items before class. 			
EVALUATION				



Grade 1 Family Meals Teaching Outline

Introduction or actions from last week 2 minutes Materials needed: none	NOTE: This lesson should be taught after introducing MyPlate. My Plate is introduced in IQ Gets Fit. If not the first lesson, use these reflection questions from previous lesson: • Last week we talked about (topic) • What did you do differently because of what you learned or did in last week's lesson? Today we're going to talk about something a little different. We're going to talk about family meals. Explain that the word 'family' can mean different things to different people-not all families are nuclear families.
BOOK ACTIVITY 5 minutes Materials needed: Book: Let's Eat by Ana Zamorano	 Before opening the book, ask these questions while showing the cover: What do you think this story is about? The title of the story is "Let's Eat." What is an author? (The person who writes the story). The author of this story is Ana Zamorano. What is an illustrator? (The person who draws/paints the pictures in the story). The illustrator of this story is Julie Vivas. Read the story with expression, showing the illustrations that support the text on each page.
DISCUSSION 5 minutes Materials needed: None Vocabulary words: chickpeas, empanadas, fiesta, paella, gazpacho	 Discuss these questions at the close of the story: What was this story about? Why is it important to eat together? (share stories, etc.) Where does the family eat? (kitchen table). Some families don't eat at a table. Where else might some families eat together? (on the floor in a circle, in the living room, sometimes in the car, etc.) Antonio's family works together to prepare the meals. What are some things we can do to be a part of our family meals? (help prepare fruits/veggies, set table, clear dishes, etc.) Think, pair-share:

	 Ask children to think about meals they usually eat with other people. What makes eating with friends and family special? 		
PHYSICAL ACTIVITY (choose 1) 5 minutes	Hokey Pokey Or Brain Boosters (See Fit Sticks or Dancing Dice (In Appendix B))		
FOOD ACTIVITY 10-15 minutes Food Tasting option NUTRITION ACTIVITY 20-30 minutes Placemat optional	 Rainbow of Fruit Salad If short on time, have fruit salad mostly prepared and just mix and distribute to students. (10 minutes) If using as main nutrition activity, see instructions below My Healthy Family Meal (see Writing Prompt) 		
5 minutes Materials needed: Parent Newsletters	 What fun we've had today in nutrition class! We read a story and shared out thoughts about family meals We did a nutrition activity and -Talked about new food or recipe offered; or -Completed out handout activity that helped us We gave our bodies some exercise to keep our hearts healthy, our muscles/bones strong and our minds happy! Now I have something for you to take home -To your parents (newsletters) -To remind you to Next time, we are going to learn about (lesson topic) and have 		
	more fun! Thank you for being such great listeners and doers!		



Recipe: Rainbow of Fruits Salad

Recipe for 20-26 student tastes (in parent newsletter provide recipe for 2-4 people)

Equipment and Supplies

- Salad ingredients (select below)
- Mixing bowl and spoon
- Forks/napkins
- Small plates/cups/boats

Instructions

Select fruits from three or more of the following color categories:

Red	Yellow/Orange	<u>Green</u>	<u>Purple</u>
Strawberry	Cantaloupe	Pear	Grapes
Apple	Mango	Kiwi	Blueberries
Raspberry	Orange	Honeydew	Plums
Watermelon	Pineapple		

Example for 20-26 tastes:

- 1-2 red apple
- 1-2 green/yellow pear or 3 kiwi
- ¼ cantaloupe or 1 orange
- 1 small bunch of grapes, each grape cut in half

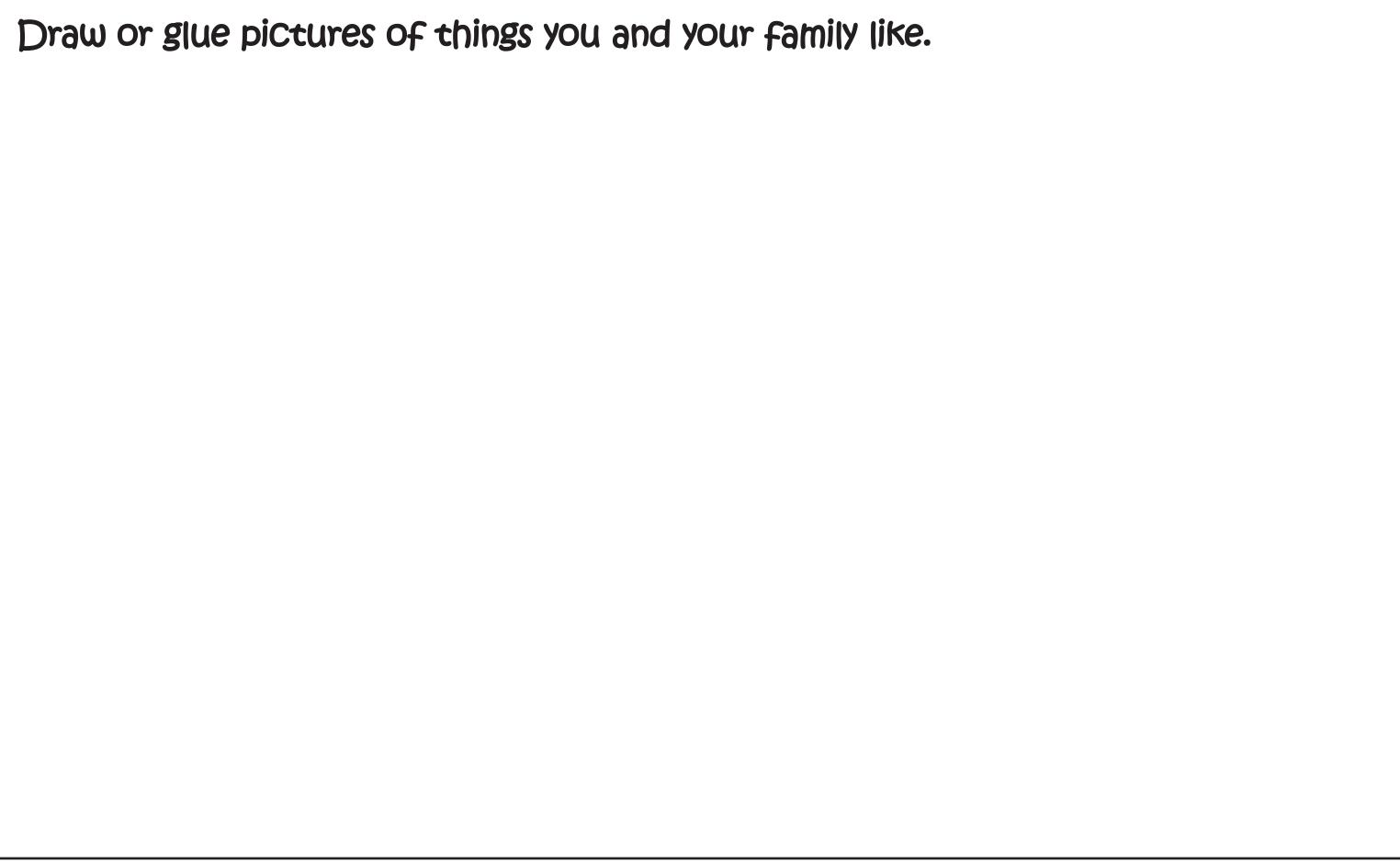
Divide the class into groups based on how many types or colors of fruits you have. Each group will add their fruit to the big bowl.

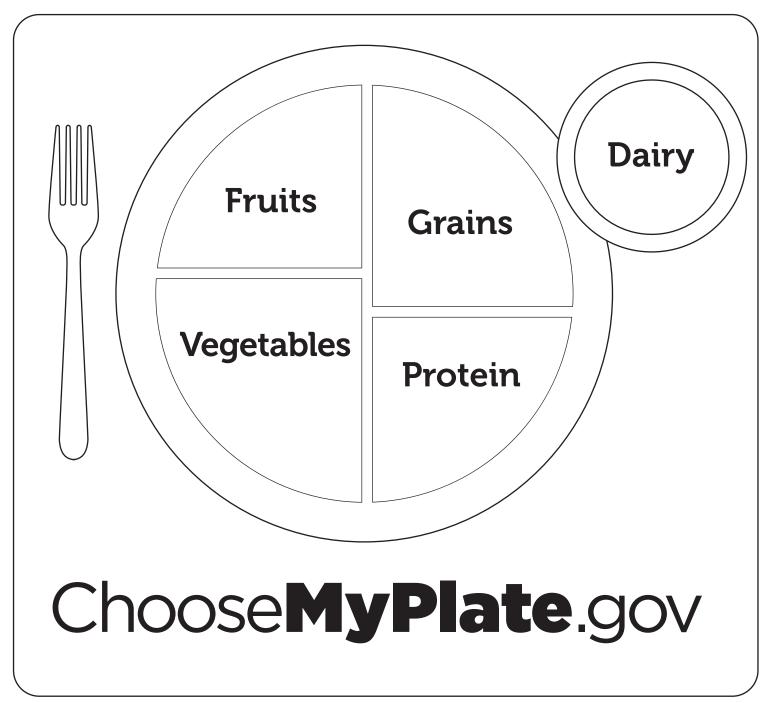
When they add the fruit, ask the group what color their fruit is. Ask the class to name other fruits of that same color.

Focus on how each person/group had a role in preparing the salad.

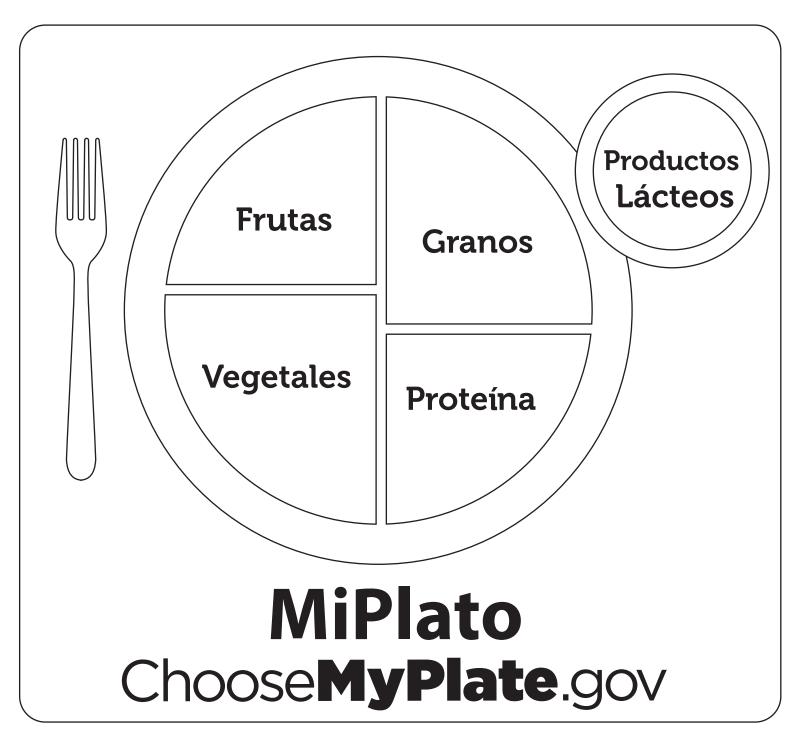
Once the salad is prepared, have students sit in a circle and eat together like they would for a family meal. Encourage discussion about things they like to do, what makes them happy or about their favorite thing they learned in nutrition class.

My Healthy Family Meal Help Each Other READ FOR HEALTH Plan a recipe Dairy Shop for groceries Cook Set the table Fruits Eat Healthy Grains Vegetables and Tasty Clear the table Food Protein Wash dishes Members of my Family Have fun talking and Breakfast sharing Lunch Dinner

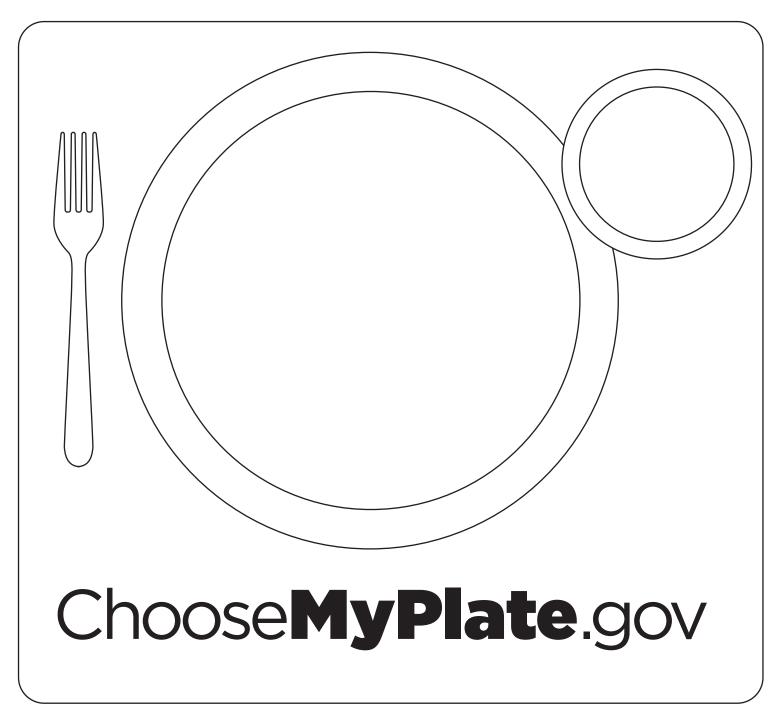










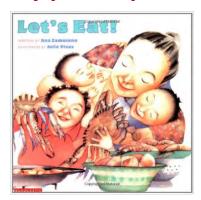






READ FOR HEALTH

Enjoy a Family Meal!



Your child learned the importance of eating together as a family when we read about Antonio's family and the feast they prepared when his mother had a baby. We learned some ways we could help with family

meals at home and then worked together to make a healthy salad.

Did You Know . . .

 Any meal can be a family meal including breakfast, lunch, dinner and snacks.

Children who eat together with their family:

- Have a healthier diet and eat more fruits and vegetables.
- Are at a lower risk for overweight and obesity.
- Do better in school.
- Develop good self-esteem and social skills.
- Are less likely to smoke & use drugs or alcohol.

Children discussed what they liked about family meals. Ask them to share their stories over a meal together.



Goals for Family Meals

Be your child's best role model.

When they see you eat fruits and veggies, your children will too! Try to include at least one fruit or veggie at each meal.

Involve family members in planning and preparing the meals.

Children will be more likely to try new foods if they help choose and prepare it.

Eat meals at or around a table.

Enjoy each other's company.

Enjoy talking with one another.

Turn off the television, video games, phone and computer. Instead, learn about what happened in your child's day. Talk about their hopes and dreams.

Make mealtime a fun time.

Plan a time to use games and activities along with the family meal. This gives children something special to look forward to.

Take Action! Make Family Meals Fun!

Try these activities with your child. See how many you can check off this week!

- ☐ Let your child choose and help prepare a fruit or veggie for the meal.
- ☐ Allow your child to help cook. They can mix, add ingredients and wash produce.
- ☐ Ask your child to choose a theme or topic to discuss at mealtime.

Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

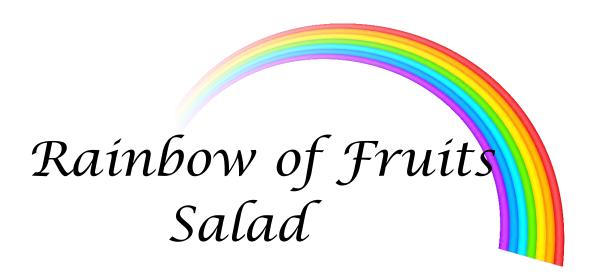
Read for Health – Grade 1 Parent Newsletter Family Meals







Family Meals



Ingredients

Choose fruits with three or more different colors. Some suggestions are listed below:

Red	Yellow/Orange	Green	<u>Purple</u>
Strawberry	Cantaloupe	Pear	Grapes
Apple	Mango	Kiwi	Blueberries
Cherries	Orange	Honeydew	Plums
Raspberry	Pineapple	Apple	
Watermelon	Papaya	Grapes	

Directions

Read for Health - Grade 1

- 1. Choose ingredients by color.
- 2. Cut and dice about 1 cup per person. Add to bowl and mix.
- 3. (OPTIONAL: Can serve with a dollop of vanilla yogurt; or squeeze a bit of fresh lemon juice and sprinkling of cinnamon.)

Newsletter Recipe

READ FOR HEALTH

Disfrute una Comida en Familia



Su niño aprendió la importancia de disfrutar la comida en familia, cuando leímos acerca de la familia de Antonio, y la fiesta que prepararon cuando su mamá tuvo el bebé. Aprendimos diferentes maneras de cómo ayudar con la comida

en la casa y trabajando juntos hicimos una ensalada saludable.

¿Sabe usted que...?

Cualquier comida puede ser una comida familiar incluyendo el desayuno, almuerzo, cena y meriendas.

Los niños que comen junto con sus familias:

- Tienen una dieta más saludable, y comen más verduras.
- Tienen menos riesgos del sobrepeso y la obesidad.
- Hacen mejor en la escuela.
- Desarrollan una buena autoestima y habilidades sociales.
- Son menos propensos a fumar y usar drogas o alcohol.

Los niños hablan de lo que les gusta acerca de las comidas familiares. Pídales que compartan sus cuentos mientras comen juntos en familia.

Crezca Niños Felices, <u>www.growhappykids.org</u> es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier

Metas para comidas en familia

Sea el mejor modelo a seguir para su hijo. ¡Cuando ellos ven que usted coma frutas y verduras, sus hijos también las seguirán! Trate de incluir por lo menos una fruta o verdura en cada comida.

Involucre a los miembros de la familia en la planificación y la preparación de las comidas.

Los niños estarán más dispuestos a probar nuevos alimentos si han ayudado a elegirlos y a prepararlos.

Coma alrededor de una mesa.

Disfrute de la compañía de los otros.

Disfrute de hablar unos con otros.

Apague la televisión, videojuegos, teléfono y la computadora. En lugar de estos aparatos, mejor aprenda acerca de lo sucedido durante el día a su hijo. Hable acerca de sus sueños y deseos

Haga que la hora de comer sea un momento de diversión.

Planifique una hora para usar los juegos y actividades junto con la comida familiar. Esto le da a los niños algo especial para esperar.

¡Actúe! ¡Haga que las comidas familiares sean divertidas!

Incluya a su hijo en la hora de comer. Pruebe una de estas ideas esta semana:

- ☐ Deje que su niño escoja y ayude a preparer una fruta o verdure para la comida.
- ☐ Deje que su niño ayude a cocinar. El puede mezclar, agregar los ingredients, y lavar las legumbres.
- ☐ Pídale a su niño a escoger un tema para charlar durante el tiempo de comer.







Family Meals



Ingredientes

Escojan frutas con tres o más diferentes colores. Algunas sugerencias están abajo:

Cereza Naranja Melon Dulce Ciruela Frambuesa Piña Manzana Sandia Papaya Uvas	Frambuesa			<u>Morado</u> Uvas Arándano Azu Ciruela
------------------------------------------------------------------------------	-----------	--	--	--------------------------------------------------

Instrucciones

Read for Health - Grade 1

- 1. Escojan los ingredientes por color
- 2. Corten y corten en dados más o menos una taza por persona. Pónganlo en un bol y mézclenlo.
- 3. (OPCIONAL: Se puede servir con una cucharada de yogur sabor vainilla; o pongan un poco de jugo de limón fresco y un pellizco de canela.)

Newsletter Recipe

Grade 1 - Read for Health Food from the Earth



PREPARATION OUTLINE

Students will: • Learn how nearly all of our food begins with seeds, even protein, grain, and dairy foods. • Discover how soil, sun, and rain help make seeds and plants grow. • Taste some edible seeds that are recognized as food ESTIMATED TIME 30-60 minutes 30 minutes • Introduction (2 mins) • Book: Oh Say Can You Seed (10 mins with discussion) • Physical Activity A. (2 mins) • Planting Seed Activity (10 mins – with closing discussion while planting) • Tasting (6 mins) Pass out seeds to taste (recipe below) • Closing discussion (see above) 45-60 minutes • Introduction • Book • Physical Activity B. • Planting Seed Activity • Food Tasting (Hummus and Pita chips: see Recipe) • Closing Discussion ACADEMIC ALIGNMENTS HEALTH AND FITNESS COMMON CORE LANGUAGE ARTS INTEGRATED SCIENCE SUPPLIES SUPPLIES SUPPLIES SUPPLIES SUPPLIES SUPPLIES Student name tags • Book: Oh Say, Can You Seed? by Bonnie Worth • Newsletters, English and Spanish • One cup with soil for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child and teacher (3 fl oz) • Two seeds for each child eacher (3 fl oz) • Two seeds for each child eacher (3 fl oz) • Two seeds for each child eacher (3 fl oz) • Two seeds for each child eacher (3 fl oz) • Two seeds for each chil	PREPARATION OUTLINE	
30 minutes • Introduction (2 mins) • Book: Oh Say Can You Seed (10 mins with discussion) • Physical Activity A. (2 mins) • Planting Seed Activity (10 mins – with closing discussion while planting) • Tasting (6 mins) Pass out seeds to taste (recipe below) • Closing discussion (see above) 45-60 minutes • Introduction • Book • Physical Activity B. • Planting Seed Activity • Food Tasting (Hummus and Pita chips: see Recipe) • Closing Discussion ACADEMIC ALIGNMENTS HEALTH AND FITNESS COMMON CORE LANGUAGE ARTS INTEGRATED SCIENCE ## H1.N1.1a; H1.N1.1b; H1.N4.1; H1.N5.1 Rel 1-4,7; Ri1-4,6,7,10; W 2,8 1 IS1.A • Student name tags • Book: Oh Say, Can You Seed? by Bonnie Worth • Newsletters, English and Spanish • One cup with soil for each child and teacher (3 fl oz) • Two seeds for each child and teacher • Aluminum cake pan to keep cups in (13x9" holds 24 cups) • One spray bottle for each class (collect at end of session) • Permanent marker to write names on the cups • Fit Sticks for PA (See Appendix A)	LEARNING OBJECTIVES	 Learn how nearly all of our food begins with seeds, even protein, grain, and dairy foods. Discover how soil, sun, and rain help make seeds and plants grow.
Introduction Book Physical Activity B. Planting Seed Activity Food Tasting (Hummus and Pita chips: see Recipe) Closing Discussion ACADEMIC ALIGNMENTS HEALTH AND FITNESS COMMON CORE LANGUAGE ARTS INTEGRATED SCIENCE SUPPLIES SUPPLIES Supplies Supplies Supplies Supplies Supplies Supplies One cup with soil for each child and teacher (3 fl oz) Two seeds for each child and teacher Aluminum cake pan to keep cups in (13x9" holds 24 cups) One spray bottle for each class (collect at end of session) Permanent marker to write names on the cups Fit Sticks for PA (See Appendix A)	ESTIMATED TIME	 30 minutes Introduction (2 mins) Book: Oh Say Can You Seed (10 mins with discussion) Physical Activity A. (2 mins) Planting Seed Activity (10 mins – with closing discussion while planting) Tasting (6 mins) Pass out seeds to taste (recipe below)
HEALTH AND FITNESS COMMON CORE LANGUAGE ARTS INTEGRATED SCIENCE SUPPLIES Student name tags Book: Oh Say, Can You Seed? by Bonnie Worth Newsletters, English and Spanish One cup with soil for each child and teacher (3 fl oz) Two seeds for each child and teacher Aluminum cake pan to keep cups in (13x9" holds 24 cups) One spray bottle for each class (collect at end of session) Permanent marker to write names on the cups Fit Sticks for PA (See Appendix A)		 Introduction Book Physical Activity B. Planting Seed Activity Food Tasting (Hummus and Pita chips: see Recipe)
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HANDOUTS • "What do Plants Need" Writing Prompt	SUPPLIES	 Book: Oh Say, Can You Seed? by Bonnie Worth Newsletters, English and Spanish One cup with soil for each child and teacher (3 fl oz) Two seeds for each child and teacher Aluminum cake pan to keep cups in (13x9" holds 24 cups) One spray bottle for each class (collect at end of session) Permanent marker to write names on the cups
	HANDOUTS	

PREPARATION	Before class-	
	 Make copies of newsletter and writing prompt 	
	 Shop for seed planting items 	
	 Shop for tasting ingredient Option A or B 	
EVALUATION:		





Introduction or actions from last week

2 - 7 minutes

Materials needed:

If first lesson in series, state name, what you do and who you represent. What the nutrition classes are about....and what we will be doing during classes when you come.

If not first in the lesson, use these reflection questions from previous lesson:

- Last week we talked about (topic)
- What did you do differently because of what you learned/or did in last week's lesson?

Today we are going to talk about seeds! Why would we be talking about seeds in a nutrition class?

Because lots of healthy foods that we eat come from seeds; and some are seeds!

Think about what foods we might eat that come from seeds. (to add time: allow students to talk about it with a classmate and chose many students to share)

- Who wants to share with the class what foods they thought of that come from seeds?
- Almost all of our food comes from seeds!

Now let's think about food we eat or things we drink that come from animals, does anyone have an example?

 These animals are important because they give us things to eat and drink. But these animals need to eat, and they eat food that comes from seeds too! If they didn't have food to eat, they wouldn't be around to give us meat and milk.

What would the world be like if we didn't have seeds? (to add time: chose many students to share)

BOOK ACTIVITY

5 minutes

Materials needed: Book: *Oh Say, Can You Seed?* by Bonnie Worth

Before opening the book, ask these questions while showing the cover:

- What do you think this story is about?
- What is an author? (The person who writes the story).
 The author of this story is_____

	What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is
	Read the story with expression, showing the illustrations that support the text on each page. This story can be too long and parts were not age appropriate. It is suggested to skip pages 12-15, 27-34
DISCUSSION 5 minutes Materials needed: None Vocabulary: Moist Root Stem Leaves Flower Fruit Anchor Edible Photosynthesis Minerals Pollen	 Discuss these questions at the close of story: What was this story about? Oh Say Can You Seed talked about how all plants are useful. What were some examples? In the book it talked about the parts of the plant. Where do we find the root of the plant? Where do we find the leaf of the plant? The flower? The stem? What is a seed? What do seeds need to grow? In the book it said that some types of plants we eat. What are some examples? What kinds of plants (fruits and veggies) do you like to
PHYSICAL ACTIVITY Option A for 30 minute lesson 2 minutes	Physical Activity: (2 minute stretch break) Option A: Choose a brain booster for students to participate in (i.e. jumping jacks, running in place) OR
PA Option B for 45-60 min lesson 5 minutes	Option B: Grow like a Seed: Act out with children pretending to be a seed. Squat and cover with dirt. Rain comes. What starts to grow? (root) Sun comes out. Start coming up out of ground. What is growing? (stem) Keep standing taller, reach arms out, spreading fingers (leaves), Cup hands up over heads to make flower. Make fists to represent hanging fruit.
FOOD ACTIVITY 1	Planting Seeds-
10-20 minutes	Let's pretend we're going to plant a tomato seed. Let's see if we
Materials needed: Green laminated	can work together and figure out the order of these cards. What would we do first if we wanted to plant a tomato seed?
numbered sheet and plant life cycle flash cards	Move cards from the bottom of the paper to the top, putting

them in order.

cards

One cup with soil and two seeds for each	Dismiss students to go back to their tables.
child	Today, we are going to plant our own seed! Take out cup and
Cake pan in which to place individual cups	show students. This cup is going to be a pot for your seed to grow in.
One spray bottle for each class	I am going to pass out a cup of soil and two seeds to everyone.
Permanent marker	When you get your cup use your finger to put one or two holes in the soil for your seeds. Be sure to cover your seed with the soil!
FOOD ACTIVITY 2 - Tasting Option A (30 min class)	
5 minutes	 Prepare each tasting prior to class time (1 pod; 1 tsp each of seeds.
Option B (45+ min class	Option B: Hummus and pita bread/chips
8-10 minutes	 Bring a couple garbanzo beans in whole so students can see; if using tahini, bring sesame seeds in to observe.
CLOSING 2-5 minutes	Review what seeds need to grow, ask for examples of a part of a
2-5 minutes	plant that we eat.
Materials needed: Parent newsletters	Now I have something for you to take home To your parents (newsletters)
	Next time, we are going to learn about (lesson topic) and have more fun!
	Thank you for being such great listeners and doers!











<u>Life Cycle Activity – Sequence steps in growing plants from seeds</u>

Here are 6 steps for growing plants.

Put them in the right order:



ANSWER:



GRADE 1 Food from the Earth

FOOD ACTIVITY: RECIPES



30 MINUTE CLASS: Option 1: Seed Tasting

Equipment

Napkins, snack bags

Ingredients

- 20-25 Snap peas (1 per student)
- 20-25 teaspoons sunflower seeds
- 20-25 teaspoons pumpkin seeds

Directions

- Premeasure 1 snap pea, 1 teaspoon sunflower seeds and 1 teaspoon pumpkin seeds into snack bag prior to class to minimize prep time.
- Taste seeds as a group, one at a time. Have children describe their sensory experience.



45-60 MINUTE CLASS: Option 2: Hummus and Pita

NOTE: Bring already made, keeping a couple of garbanzo beans to show kids "seed"

1 Student Tasting = 1 dollop of hummus in soufflé cup +1-2 chips for dipping

Equipment

- 1 ½ oz. soufflé cup
- Napkins (one for each student)
- Blender or food processor
- Measuring utensils and spatula

Ingredients

- 1/4 cup olive oil
- 1/4 cup lemon juice
- 1 tsp. salt
- 2 cloves of garlic
- 1/3 cup sesame tahini (optional)
- 2 cups garbanzo beans, drained
- Whole grain pita chips for dipping (1-2 for each student)

Directions:

- Blend olive oil, lemon juice, salt, and garlic until smooth.
- Add tahini; blend until smooth.
- Add rinsed & drained garbanzo beans; blend until smooth.
- Serve immediately or refrigerate for up to one week.

What Do Plants Need?

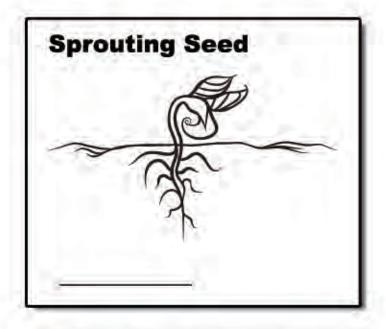


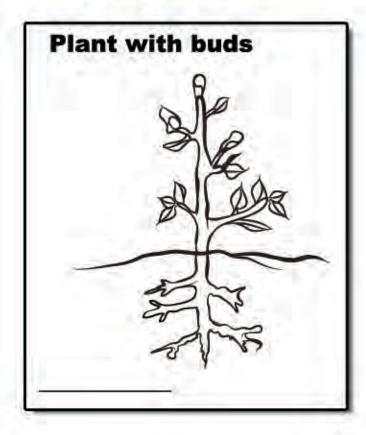
Circle all of the things plants need to grow.

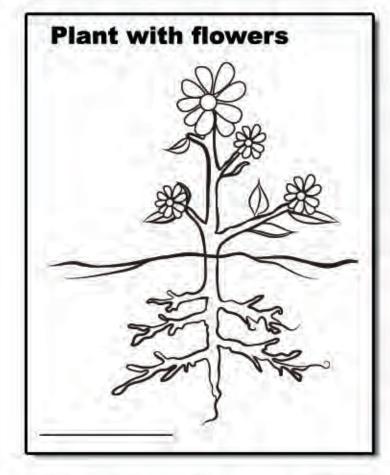


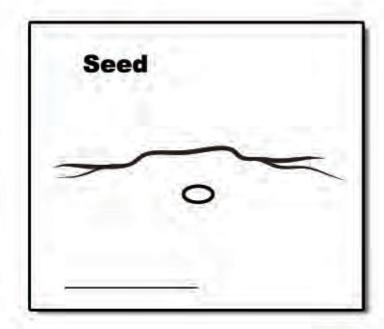
Plant Life Gydle

Place the plant life cycle in order from beginning to end.







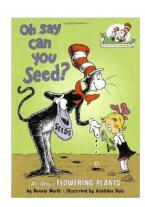




READ FOR HEALTH

Food from the Earth

Today we read, "Oh say can you Seed?" by Bonnie Worth and learned about the process by which tiny seeds sprout into healthy plants with the help of good soil, sunshine and rain. These plants become our food and when new seeds form, they are used to grow more plants.



Did You Know . . .

- Most of the plants we eat begin with seeds. Inside each seed is a tiny new plant and energy that will be used later to help that plant grow.
- When we eat plant seeds such as beans, corn or nuts, we are also benefiting from the energy that is stored in the seeds.
- Plants can also use energy from the sun to make food that is needed to grow.
- Plants use this food to grow and store extra energy in the leaves, stems, flowers, fruits and roots.
- When we eat fruits and vegetables, we eat these plant parts that are full of healthy energy. Make sure you are eating lots of fruits and vegetables every day to keep you going.



Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Grow Your Own Beans

Try growing a bean plant with your child using dried beans from the grocery store such as lima beans. All you



need is a small container, a rinsed soup can or margarine dish.

- Fill the dish with soil and place the bean in the soil and lightly water.
- Keep the soil moist and place in a sunny window.
- After 3-4 weeks, you can replant the bean in a larger container with drainage holes in the bottom and place it outside to grow.
- Many bean plants will produce a vine and will need to grow up a fence or trellis.
- Continue to provide your plant with plenty of water and harvest them when the plant is full of bean pods.

Take Action! Eat More Foods from the Earth!

- Plant a small container garden with your child or explore the produce section at your local market for new foods to try.
- ☐ Let your child plant a small garden using a cardboard box lined with newspaper. Fill it with potting soil and plant lettuce or spinach seeds.
- ☐ Allow your child to choose a new fruit or vegetable to try at mealtime

Read for Health – Grade 1 Parent Newsletter Food from the Earth







Seeds on Seeds*

Serves 6

Ingredients

6 (6-inch) multigrain tortillas Refried beans, optional Optional: 1 tablespoon salsa Chili peppers



Directions:

- 1. Place one tortilla on a paper plate. Microwave for 15 seconds on high power.
- 2. Spread about 2 tablespoons of beans slightly off center of the hot tortilla.
- 3. Fold tortilla in half, return it to the microwave, and cook 15 seconds more on high power or until beans are warmed. Repeat this for all tortillas.
- 4. Serve tostadas immediately with salsa or chili peppers on the side if desired.

^{*}Other seeds on seed combinations could include: whole grain bread or crackers with a nut or seed butter.



Semillas con Semillas*

6 porciones

Ingredientes:

6 tortillas integrales de 6 pulgadas 3/4 de una taza de Frijoles refritos, opcional Opcional:

1 cucharada de salsa

Chiles

Instrucciones:

- 1. En un plato de papel calienten una tortilla en el microondas por 15 segundos con alta potencia.
- 2. Unten 2 cucharadas de frijoles un poco fuera del centro de la tortilla caliente.
- 3. Doblen la tortilla por la mitad y regrésenla al microondas por otros 15 segundos o hasta que estén calientes los frijoles. Repitan con el resto de las tortillas.
- 4. Sirvan las tostadas inmediatamente con salsa o chiles por un lado si desean.
- * Otras combinaciones de Semillas con Semillas podrían incluir pan integral o galletas con una mantequilla de nueces o de semillas.



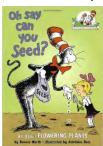


READ FOR HEALTH

Los alimentos de la tierra

Hoy leímos, "Oh say can you Seed" por Bonnie Worth y aprendimos del proceso en el que las semillitas retoñan en plantas sanas con la ayuda de la tierra buena, la luz del sol y

la lluvia. Estas plantas se convierten en nuestras comidas y cuando nuevas semillas nacen, se usan para sembrar más plantas. Comenzamos un experimento con las semillas empezando un jardín en un guante, para que podamos ver de primera mano como las plantitas emergen de las semillas.



¿Sabe usted que?

- La mayoría de las plantas que comemos comienzan como semillas. Dentro de cada semilla hay un nueva plantita y la energía que se usará luego para crecer la planta.
- Cuando comemos las semillas de plantas como los frijoles, maíz o nueces, nosotros también nos beneficiamos de la energía almacenadas en esas semillas.
- Las plantas también pueden usar la energía del sol para hacer comida que se necesita para crecer.
- Las plantas usan esta comida para crecer y almacenan la energía sobrante en las hojas, tallos, flores, frutas, y raíces.
- Cuando comemos frutas y vegetales, comemos estas partes de las plantas que están llenas de energía saludable. Asegúrese de comer bastante frutas y vegetales todos los días para mantenerse activo.



Crezca Niños Felices, wwwgrowhappykids.org es un WSU sitio de la red de Food \$ense, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Traiga la jardinería a casa

Intente crecer una planta de frijoles con su

hijo al usar frijoles secos de la tienda, como habas de lima. Todo lo que necesita es un recipiente pequeño, como un



recipiente de requesón, una lata de sopa lavada o un envase de margarina.

- Llene el recipiente con tierra y ponga el frijo dentro de la tierra y riegue con agua levemente.
- Mantenga la tierra húmeda y póngala en una ventana soleada.
- Después de 3 a 4 semanas, usted puede replantar el frijol en un contenedor más grande con hoyos por debajo para drenaje y póngalo afuera para que crezca.
- Muchas de las plantas de frijoles crecen una rama y necesitarán una valla o un enrejado para crecer.
- Continúe regando su planta con bastante agua y coséchela cuando la planta esté llena de ejotes de frijoles.

¡Actúe! ¡Coma más alimentos de la tierra!

- ☐ Plante un jardín pequeño de contenedores con su hijo/a o explore la sección agrícola en su tienda local para probar nuevas comidas.
- □ Deje que su hijo plante un jardín pequeño usando una caja de cartón alineado con papel periódico. Llénelo con tierra abonada y siembre lechuga o semillas de espinacas.
- Deje que su hijo/a escoja una fruta o un vegetal nuevo para probar a la hora de comer.

Read for Health-Grade 1 Parent Newsletter Food from the Earth







Seeds on Seeds*

Serves 6

Ingredients

6 (6-inch) multigrain tortillas Refried beans, optional Optional: 1 tablespoon salsa Chili peppers



Directions:

- 1. Place one tortilla on a paper plate. Microwave for 15 seconds on high power.
- 2. Spread about 2 tablespoons of beans slightly off center of the hot tortilla.
- 3. Fold tortilla in half, return it to the microwave, and cook 15 seconds more on high power or until beans are warmed. Repeat this for all tortillas.
- 4. Serve tostadas immediately with salsa or chili peppers on the side if desired.

^{*}Other seeds on seed combinations could include: whole grain bread or crackers with a nut or seed butter.



Semillas con Semillas*

6 porciones

Ingredientes:

6 tortillas integrales de 6 pulgadas ¾ de una taza de Frijoles refritos, opcional Opcional:

1 cucharada de salsa

Chiles

Instrucciones:

- 1. En un plato de papel calienten una tortilla en el microondas por 15 segundos con alta potencia.
- 2. Unten 2 cucharadas de frijoles un poco fuera del centro de la tortilla caliente.
- 3. Doblen la tortilla por la mitad y regrésenla al microondas por otros 15 segundos o hasta que estén calientes los frijoles. Repitan con el resto de las tortillas.
- 4. Sirvan las tostadas inmediatamente con salsa o chiles por un lado si desean.
- * Otras combinaciones de Semillas con Semillas podrían incluir pan integral o galletas con una mantequilla de nueces o de semillas.



Grade 1 - Read for Health Fruits and Vegetables



PREPARATION OUTLINE

LEARNING OBJECTIVES	 Students will: Identify fruits and vegetables. Discover that fruits and vegetables are grown on a farm. One place to buy fresh produce is at a farmers' market. Learn about the importance of eating fruits and vegetable every day as part of being
ESTIMATED TIME	30-60 minutes
	 30 minutes Introduction (2 mins) Book: A Day at the Market (10 mins with discussion) Physical Activity (5 mins) Food Tasting Recipe: Fruit Kebab (10 mins) Closing discussion (3 mins)
	 45-60 minutes Introduction (2 mins) Book: A Day at the Market (10 mins with discussion) Physical Activity (5-10 mins) Writing prompt and activity sheet (10-15 minutes) Food Tasting Recipe (10 mins) Choose one. Closing Discussion
ACADEMIC ALIGNMENTS HEALTH & FITNESS COMMON CORE LANGUAGE ARTS SOCIAL SCIENCE INTEGRATED SCIENCE	H.1.N1.1a; H1.N1.1b; H1.N4.1; H1.N5.1 RL 1-4,9; Rl1-4,6,7,9; W 2,8; SL1-6 G 3.2.1 1LS 3-1
SUPPLIES	 Student name tags Book: A Day at the Market by Sara Anderson Newsletters "I Tried It" stickers (optional; see Appendix A) Fit sticks or Dancing Dice (see Appendix B)
HANDOUTS	 "Fruit and Vegetable" Writing Prompt My Plate worksheet (optional; can give to teacher)
PREPARATION	 Before class- Make copies of newsletter and writing prompt Shop for food tasting items
EVALUATION:	 Learn about the importance of eating fruits and vegetable every day as part of being healthy



Grade 1 Fruit and Vegetables Teaching Outline

INTRODUCTION or actions from last week 2 minutes Materials needed: none	 If first lesson in series, state name, what you do and who you represent. What the nutrition classes are aboutand what we will be doing during classes when you come. If not first in the lesson, use these reflection questions from previous lesson: Last week we talked about (topic) What did you do differently because of what you learned/or did in last week's lesson?
BOOK ACTIVITY 5 minutes	Before opening the book, ask these questions while showing the cover:
Materials needed: Book: A Day at the Market by Sara Anderson	 What do you think this story is about? What is an author? (The person who writes the story). The author of this story is What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is
DISCUSSION 5 minutes Materials needed: None Vocabulary: Baguettes, cloistered, moolah, mahi mahi	 Discuss these questions at the close of story: What was this story about? Who were the people in the story? What are the differences between shopping at a grocery store, farmer's market and roadside stand? Who here has been to a Farmer's Market or vegetable stand before? If you had your own garden to grow fruits and vegetables what would you grow? Quietly share with someone next to you what you would grow in your garden. Who wants to share with the group what they would plant in their garden? To add time: encourage conversation and creativity, allow students to share their stories and connections.
PHYSICAL ACTIVITY 5 minutes	 Choose a brain booster for students to participate in (i.e. jumping jacks, running in place) or Dancing Dice

FOOD ACTIVITY- Tasting	Today we are going to taste 3 or 4 different fruits/vegetables. We are going to taste a (try to provide vegetables that are in
10 minutes	season).
Materials needed: Two different	To add time: prepare fruits/vegetables in front of students.*
types of vegetables	Pass out fruits to each student; instruct them not to taste their
Napkin or plate for each child	fruit/vegetable until everyone has theirs.
Gloves Hand sanitizer	To add time: instruct students to use their senses and look at
	their fruits/vegetable, what do they notice? Repeat with scent
*If time permits,	and touch.
knife and cutting	
board	
CLOSING	Instruct students to try a new fruit or vegetable. Pass out "I
3-5 minutes	Tried It" stickers, or give to teacher to pass out on their
	discretion.
Materials needed:	
"I tried it" stickers	Now I have something for you to take home
(optional)	- To your parents (newsletters)
Parent Newsletters	
	Next time, we are going to learn about (lesson topic) and have
	more fun!
	Thank you for being such great listeners and doers!

Grade 1 Fruits and Vegetables

Recipe: Rainbow Fruit Kebabs (if not used in Keep Moving lesson)



Recipe serves 20-25 tasting portions

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25 Plastic stir sticks

Ingredients

- ½ pound seedless grapes
- ½ cantaloupe, cut up in chunks
- 1 8 oz. can pineapple chunks
- 1 cup fresh blueberries
- 2 cups fresh strawberries

Directions (for 30 minute classes, prepare prior to class)

- 1. Wash fresh fruit thoroughly. Substitute any fruits that are in season or unusual fruits, such as star fruit, kiwi, papaya, etc.
- 2. Remove leaves from strawberries and drain pineapple chunks.
- 3. Alternating the fruits fill the stirrers.
- 4. Transport all food items in a cooler until serving.



Recipe: Rainbow Veggie Kebabs (requires some prep prior to class)

Recipe serves 20-25 tasting portions

Equipment

25 Plastic stir sticks Napkins

Ingredients

20-25 grape or cherry tomatoes

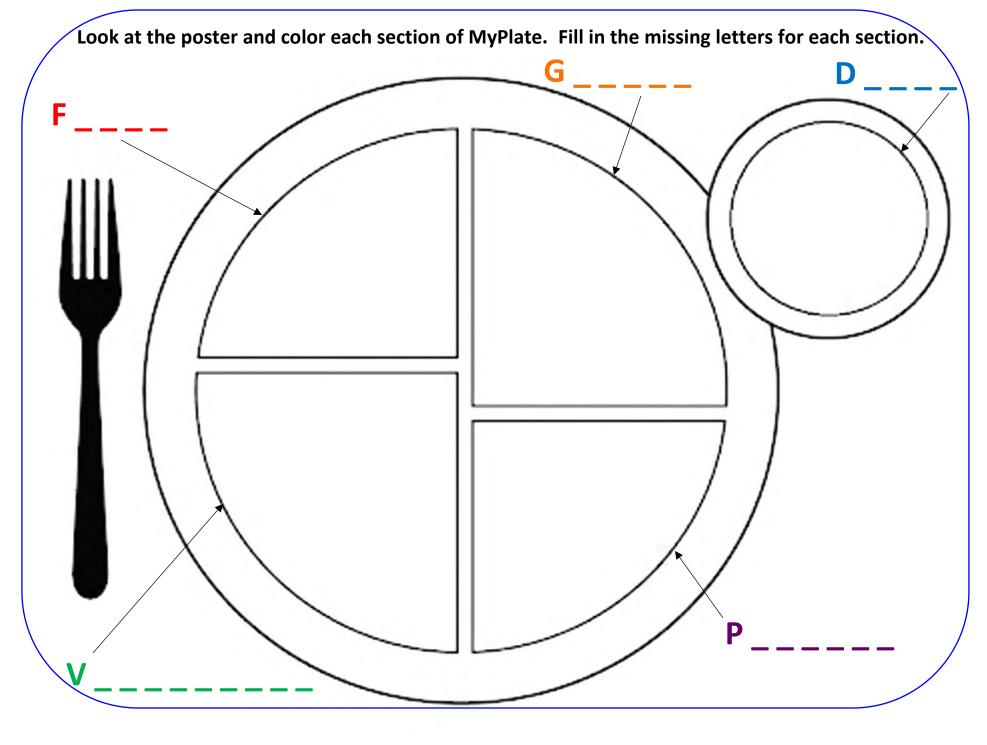
20-25 ½ inch rounds of steamed carrots (2-7 inch carrots)

20-25 1 inch squares of yellow bell pepper

20-25 1-inch pieces of steamed broccoli

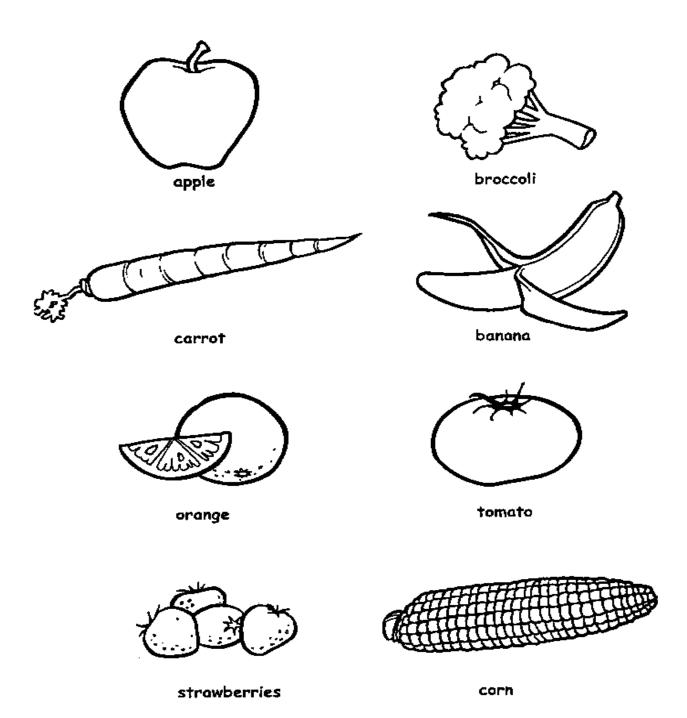
Directions (for 30 minute classes, prepare prior to class)

- 1. Wash fresh vegetables thoroughly. Substitute any veggies that are in season or lower cost.
- 2. Slice and steam carrot and broccoli pieces.
- 3. Cut bell pepper into 1 inch pieces.
- 4. Distribute stir stick one veggie piece of each color to each child; have them assemble on stir stick.
- 5. Transport all food items in a cooler until serving.
- 6. For longer classes, discuss sensory features: sweet, savory; crunchy, juicey, soft etc.)





Circle the fruits with your red crayon. Draw a square around the vegetables with your green crayon.





A Visit to the Farmers' Market



Your child took a "trip" to the farmers' market this week when we read "A Day at the Market". In this book, your child celebrated one glorious day of fresh flowers, fish,

and produce at Seattle's Pike Place Market -- a 100-year-old working farmer's market that steals the hearts of locals and visitors alike.

Did You Know . . .

- There are over 100 farmer's markets in Washington.
- Many farmers' markets now accept vouchers and EBT cards to purchase fresh produce.
- Visit this website to find a market near you. http://www.wafarmersmarkets.com/index.html
- There are over 20 different kinds of apples grown in Washington. The look, shape, flavor and texture vary with each type. Trying different varieties of the same fruit or vegetable can help you and your children discover your favorites!
- Washington schools are now offering more locally grown fruits and vegetables as part of their school menu. You can visit the USDA website for more information. http://www.fns.usda.gov/programs-and-services



What is So Great About Fruits and Vegetables?

- Fresh fruits and vegetables have lots of vitamins, minerals and fiber . . . things your child needs to grow and be healthy!
- Eating lots of different colored fruits and vegetables is a great way to provide your child with a variety of vitamins and minerals.
- The fruits and vegetables at farmers' markets are typically picked that day. That is why they taste so good.

Take Action!

Try these activities with your child. See how many you can check off this week!



- ☐ Visit a local farmers' market this week. Encourage your children (and yourself) to choose one new fruit or vegetable to try.
- ☐ Involve your children in washing and preparing their fruit and vegetable choices. Children involved in kitchen activities often are willing to try new foods.
- ☐ Your children learn from watching you. Eat fruits and veggies and your kids will too!
- ☐ Find a book on farmers' markets at your local library to read with your children.

Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Read for Health - Grade 1

Parent Newsletter

Fruit and Vegetables/Farmers' Market

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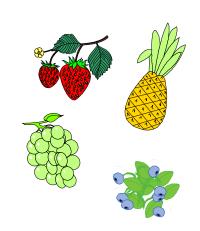




FRUIT KABOBS

Ingredients:

- ½ pound seedless grapes
- ½ cantaloupe, cut up in chunks
- 1 8 oz. can pineapple chunks
- 1 cup fresh blueberries
- 2 cups fresh strawberries
- 12 coffee stirrers



Directions:

- 1. Wash fresh fruit thoroughly. Substitute any fruits that are in season or unusual fruits, such as star fruit, kiwi, papaya, etc. Remove leaves from strawberries and drain pineapple chunks.
- 2. Alternating the fruits fill the stirrers.



AGUJAS DE FRUTA

Ingredientes:

½ libra de uvas sin semilla ½ melón cántaloupe en trozos

1 lata de piña en trozos (8 onzas)

1 taza de arándanos frescos

2 tazas de fresas

12 revolvedores para café



Direcciones:

- 1. Lave las frutas muy bien. Trate de usar frutas de la temporada o frutas poco comunes, como fruta estrella, kiwi, papaya, etc. Quite las hojas a las fresas y escurra la piña.
- 2. Alternando las frutas llene las agujas.





Una Visita al Mercado Sobre Ruedas



Su niño fue al mercado sobre ruedas esta semana cuando leímos "Un Día en el Mercado" ("A Day at the Market"). Eneste libro el niño celebró un día glorioso de flores frescas, pescados, frutas y vegetales en el Pike

Place Market en Seattle. Es un mercado que tiene cien años trabajando y roba elcorazón lo mismoa los clients locales o a los visitants.

¿Sabe usted que...?

- Hay más que 100 mercados de los agricultores en Washington.
- Muchos de los mercados de los agricultores aceptan vales y tarjetas EBT para comprar productos frescos.
- Visite nuestra página web para encontrar un mercado cerca de usted: http://www.wafarmersmarkets.com/index.html
- Hay 20 variedades de manzanas cultivadas en Washington. La apariencia, la forma, los sabores y las texturas varían con cada tipo. ¡Para descubrir sus favoritas, prueben variedades diferentes de la misma fruta o verdura con sus hijos!
- Las escuelas de Washington ahora incluyen más frutas y vegetales cultivados localmente en la alimentación escolar. Visite el sitio web de "La Granja a la Escuela" ("Farm to School") para obtener más información:

http://www.fns.usda.gov/programs-and-services

Crezca Niños Felices, www.growhappykids.org es un WSU sitio de la red de Food Sense, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

¿Qué es tan importante sobre las Frutas y los Vegetales?

- ¡Las frutas y verduras frescas tienen muchas vitaminas, minerales y fibra... cosas que su niño necesita para crecer y estar saludable!
- Comer muchas frutas y verduras de colores diferentes es una buena manera de darle a su hijo una variedad de vitaminas y minerales.
- Las frutas y verduras en los mercados de los agricultores típicamente son cosechadas el mismo día. Por eso, saben riquísimas.

¡Actúe!

Pruebe estas actividades con su hijo. ¡Vea cuántos puede hacer esta semana!



- ☐ Visite un mercado de los agricultores locales esta semana. Anime a sus hijos (y a sí mismo) a que elijan una nueva fruta o verdura.
- ☐ Implíquenles a sus hijos que laven y preparen sus frutas y vegetales. Los niños que participan en las actividades de la cocina a menudo están más dispuestos a probar nuevos alimentos.
- Sus hijos aprenden a través de la observación. ¡Si usted come las frutas y verduras, sus hijos también las comerán!
- □ Busque un libro sobre los mercados de los agricultores en su biblioteca para leer con su hijo.

Read for Health - Grade 1

Parent Newsletter

Fruit and Vegetable/Farmers' Market

USDA es un proveedor y empleador que ofrece oportunidad igual para todos. Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU (USDA siglas en inglés). El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: http://foodhelp.wa.gov o al programa Basic Food al número 1 877 501 2233. Rev. 11/15



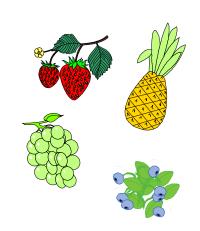




FRUIT KABOBS

Ingredients:

- ½ pound seedless grapes
- ½ cantaloupe, cut up in chunks
- 1 8 oz. can pineapple chunks
- 1 cup fresh blueberries
- 2 cups fresh strawberries
- 12 coffee stirrers



Directions:

- 1. Wash fresh fruit thoroughly. Substitute any fruits that are in season or unusual fruits, such as star fruit, kiwi, papaya, etc. Remove leaves from strawberries and drain pineapple chunks.
- 2. Alternating the fruits fill the stirrers.



AGUJAS DE FRUTA

Ingredientes:

½ libra de uvas sin semilla ½ melón cántaloupe en trozos

1 lata de piña en trozos (8 onzas)

1 taza de arándanos frescos

2 tazas de fresas

12 revolvedores para café



Direcciones:

- 1. Lave las frutas muy bien. Trate de usar frutas de la temporada o frutas poco comunes, como fruta estrella, kiwi, papaya, etc. Quite las hojas a las fresas y escurra la piña.
- 2. Alternando las frutas llene las agujas.



Grade 1 - Read for Health Keep Your Bodies Moving Lesson



PREPARATION OUTLINE

PREPARATION OUTLINE	
LEARNING OBJECTIVES	 Students will: Learn that playing actively results in a healthy body. Learn the importance of drinking plenty of water every day. Identify and discuss ways to be physically active. Practice being physically active. Categorize different foods and activities based on how they affect the body. Identify sometimes foods and anytime foods
ESTIMATED TIME	30 minutes Introduction (2 mins) Book: IQ Gets Fit (13 mins with discussion) Physical Activity (10 mins) Food Tasting (5 mins) (Fruit Kebabs) Closing discussion (while kids eat) 45-60 minutes Introduction Book Physical Activity (10-15 mins) Food Tasting (10-20 mins)(Banana Crunchos) Closing Discussion
ACADEMIC ALIGNMENTS HEALTH AND FITNESS COMMON CORE LANGUAGE ARTS	H1.N1.1b; H1.N4.1; H1.N5.1 RL1-4,6,7; RI 1-4,6-8; SL 1-6; W8
SUPPLIES	 Student name tags Book: I.Q. Gets Fit by Mary Ann Fraser Newsletters I.Q. "Get Fit" Poster Food and activity picture cards (Appendix C) Physical Activity writing prompt- these can be left with classroom teacher for supplemental activities that reinforce the lesson after the SNAP Ed lesson Music and music player (may use any children's music that is appropriate) MyPlate poster for classroom
HANDOUTS	 Keep Your Body Moving Writing Prompt Parent Newsletters, English, Spanish

PREPARATION	Before class-		
	 Make copies of newsletter and writing prompt 		
	 Shop for food tasting items 		
EVALUATION	 Discuss ways to be physically active. * Learn about 		
	sometimes foods and everyday foods		

Grade 1 Keep Your Body Moving! Teaching Outline



Introduction or actions from last week 2 minutes Materials needed: none	 If first lesson in series, state name, what you do and who you represent. What the nutrition classes are aboutand what we will be doing during classes when you come. If not first in the lesson, use these reflection questions from previous lesson: Last week we talked about (topic) What did you do differently because of what you learned/or did in last week's lesson?
BOOK ACTIVITY 5 minutes Materials needed: Book: I.Q. Gets Fit by Mary Ann Fraser	Before opening the book, ask these questions while showing the cover: • What do you think this story is about? • The title of the story is "IQ Gets Fit". What do you think "get fit' means? • What is an author? (The person who writes the story). The author of this story is
DISCUSSION 5 minutes Materials needed: None Vocabulary: Flexible Balanced diet Disappointing Get fit Fitness Vanished	 Discuss these questions at the close of story: What was this story about? Who were the main characters in the story? What does "Getting Fit" mean? What did I.Q. have to do to get fit? What happened at the end of the story? Think, pair, share: What is your favorite "anytime activity" or your favorite "anytime food"?
PHYSICAL ACTIVITY 10-20 minutes	Now we are going to get our bodies moving! We are going to play a game that is like musical chairs. • Have students stand up and get in a large circle.

Materials needed: Food and activity picture cards, cut and laminated Music and Music player	 Put a card FACE DOWN in front of each student. Instruct them to start walking and dancing in a circle. When the music stops they should be behind a card, if they're not they need to find one! When everyone is behind a card have them flip their card one at a time and tell the class what their card is (some might need help reading their card) then the class will decide if it's a "sometimes" or "anytime" food or activity. You can have student do a move for each answer. For example, if they think it's any "anytime" food/activity, they can jump up, if they think it's a "sometimes" food/activity they can squat down. Remind students that some of the cards don't have a right or wrong answer. For example, yogurt or cereal. Some yogurts and cereals are packed with added sugar, while others aren't To add time: continue activity until the lesson is almost over. Leave time for closing remarks!
FOOD ACTIVITY: Tasting A: 5 minutes B: 10-20 mins	Option A: Fruit Kebabs (see Recipe at end of lesson) Option B: Banana Crunchos (see Recipe at end of lesson)
CLOSING Materials needed: Parent Newsletters	 What fun we've had today in nutrition class! We read a story and shared our thoughts about We did a nutrition activity and Talk about new food or recipe if offered; or Completed our "handout activity that helped us We gave our body some exercise to keepour heart healthy, or muscles/bones strong, etc And Now I have something for you to take home To your parents (newsletters) To remind you to move your bodies everyday Next time, we are going to learn about (lesson topic) and have more fun! Thank you for being such great listeners and doers!

Keep Your Body Moving Grade 1 Recipes

Fruit Kebabs (30 minute lesson)

1 serving = 3 bites of colorful fruit (1 grape, 1 berry/citrus, 1 slice banana/half wedge apple)

Ingredients:

- 2-6 inch bananas, sliced into 20-26 pieces; or 3 apples cut into 8-10 inch wedges
- 26 seedless grapes
- 26 strawberries or ½ citrus segment
- Plastic stir sticks
- Supplies: Napkins

Directions

- 1. Wash and prepare fruit.
- 2. If use student helpers for distribution, have them wash their hands; glove, or use sanitizer.
- 3. On napkin, have student helpers distribute to 3 pieces of fruit and stir stick on napkin to peers.



OPTION B: for 45-60 minute lesson Food Tasting Recipe: Banana Crunchos

Ingredients

- Graham crackers (one square for each student)
- 2 cups of orange juice in small squirt bottle
- Bananas (approximately 1 banana for 3-4 students)
- Small paper plates (one for each student)
- Napkins (one for each student)
- Zipper bag (one for each student)
- Knife to cut bananas (one for each student)
- Hand sanitizer

Directions:

- 1. Peel bananas and give students a portion.
- 2. Give each student one square graham cracker and plastic bag.
- 3. Have students cut banana into chunks on paper plate.
- 4. Educator walks around and lightly drizzle orange juice over each students cut bananas.
- 5. Place graham crackers in plastic bag and crush. Place banana slices into bag, shake; then open, place on plate and enjoy!



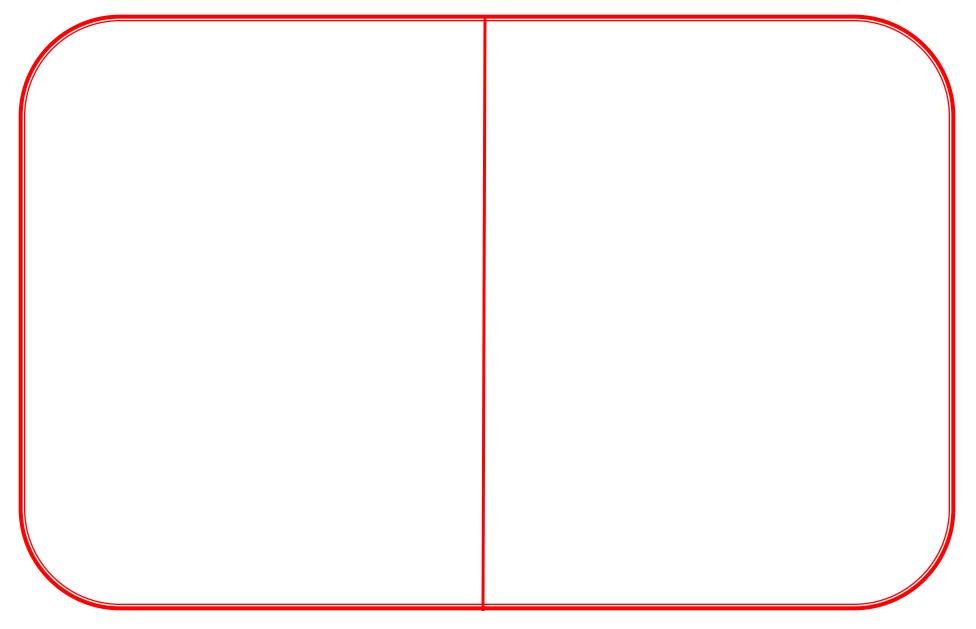
Draw a picture of a physical activity you like to do and write down the name of the activity.

What is the physical activity?_____



Draw one physical activity that you like to do yourself and one physical activity you and your family enjoys together.





To Get Fit

Eat a balanced diet



Drink plenty of water







Get lots of sleep



Stay active (warm up and stretch first)

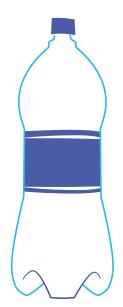


To Get Fit

Eat a balanced diet



Drink plenty of water







Get lots of sleep



Stay active (warm up and stretch first)





PREAD FOR HEALTH

I. Q. Gets Fit

Your child learned the importance of being physically active as we read the story of a class pet mouse, I.Q., and his success in the "class fitness challenge".



Did You Know . . .

- Physical activity can take place anywhere. Any activity that gets your body moving and heart beating faster is physical activity.
- Children need at least 60 minutes of physical activity per day. This activity can be nonstop or in segments of at least 10 to 15 minutes.
- Minutes.
 Active children have a better focus and attention span. Activity also improves behavior.
- Many schools do not give children time for recess.
 Get involved in your child's school wellness team and help make a change!
- The President and First Lady value physical activity for your child. Check out the following websites to learn more about what they are doing to encourage physical activity.

www.letsmove.gov and www.presidentschallenge.org

Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Tips on Getting Your Family Moving!

- Turn on your favorite music and have a dance party.
- Run through the hose or a sprinkler.
- Take a walk to a nearby park or playground.
- Play a game of tag.
- Visit the local community center for activities and team games.
- Walk around a farmers' market.
- Invite neighbors and friends to join you for a team game.

Take Action!

Create your own "Family Fitness Challenge". Set specific physical activity goals that you and your child can strive to achieve together. Keep a log of your progress. Here are some ideas:

- ☐ Walk for 20 minutes; 3, 5, or 7 times a week.
- ☐ Agree to use the stairs and not the elevator.
- ☐ Choose a tip from the list above.



Read for Health – Grade 1 Parent Newsletter Keep Your Body Moving





BANANA CRUNCHOS

4 servings – ½ banana each

Ingredients:

2 large, ripe bananas 3 whole graham crackers Orange juice

Directions:

- 1. Peel bananas and cut into chunks.
- 2. Lightly drizzle orange juice over bananas.
- 3. Place graham crackers in plastic bag and crush.
- 4. Place banana into bag; shake and enjoy!

Nutrit Serving Size (*	14 1g)	_	cts
Servings Per C	Contain	er 4	
Amount Per Servin	19		
Calories 130	Calc	ories fron	n Fat 15
		% Da	illy Value*
Total Fat 1.5g			2%
Saturated Fa	at Oq		0%
Trans Fat 0	1		
Cholesterol 0			0%
	ng		
Sodium 50mg			2%
Total Carbohy	drate :	30g	10%
Dietary Fibe	r 2g		8%
Sugars 11g			
Protein 2g			
Vitamin A 2%		Vitamin 0	50%
Calcium 2%		Iron 4%	3 30 76
*Percent Daily Value diet. Your daily value depending on your of C	es may be	e higher or l	
	ess than	65g	80g
	ess than	20g 300ma	25g 300ma
	ess than	2,400mg	2.400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 • Car	bohydrate	4 • Prot	ain 4



Plátano Crunchos

4 porciones - 1/2 plátano en cada una

Ingredientes:

2 plátanos grandes, maduros 3 galletas enteras Graham Jugo de naranja

Direcciones:

- 1. Pele los plátanos y córtelos en pedazos.
- 2. Rocíe ligeramente jugo de naranja sobre loa plátanos.
- 3. En una bolsa de plástico desmorone las galletas.
- 4. Agregue los plátanos a la bolsa y ¡disfrútelo!



10/15



READ FOR HEALTH

I.Q. se pone en forma . . .

Su hijo aprendió sobre la importancia de ser activo ísicamente cuando leímos el cuento de un ratón mascota, I.Q., y su éxito en la "competencia física de la clase."



¿Sabe usted que...?

- Se puede hacer las actividades físicas en cualquier lugar. Cualquier actividad que requiere movimiento del cuerpo y hace que el corazón later más rápido es una ctividad física.
- Los niños necesitan articipar en actividades físicas por lo actividad puede ser sin parar o en segmentos de por lo menos 10 a 15 minutos.
- Los niños activos tienen mejor capacidad de enfocarse y prestar atención. La actividad física también puede mejorar el comportamiento.
- Muchas escuelas no les dan tiempo a los niños para el recreo. ¡Involúcrese en el equipo de ienestar de su hijo y ayude a hacer un cambio!



 ¡El Presidente y la Primera Dama valoran la actividad física para los niños, y usted debería también! Visite a las siguientes páginas web para aprender más acerca de lo que están haciendo para fomentar la actividad ísica:

<u>http://tinyurl.com/moverse</u>
<u>www.presidentschallenge.org</u> (en inglés)

Crezca Niños Felices, <u>wwwgrowhappykids.org</u> es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Consejos para ayudarle a su familia a mantenerse físicamente activa!

En vez de mirar la televisión o jugar videojuegos, planee hacer algo divertido y activo con la familia. ¡Deje que sus hijos lo vean mover!

- ¡Toque su música favorita y póngase a hailar!
- Corra por el agua de la manguera de agua o un aspersor.
 - Haga un paseo al parque cercano o patio de recreo.
- Juegue un juego de la mancha.
- Visite el centro de la comunidad para las actividades y juegos de equipo.
- Camine por un mercado de los agricultores.
- Invite a los vecinos y amigos a participar de un juego de equipo.

¡Actúe!

Cree su propia competencia física para su familia. Establezca objetivos específicos de la actividad que usted y su familia van a intentar juntos. Mantenga un registro de su progreso. Aquí hay algunas ideas:

- ☐ Camine por 20 minutos, 3, 5, o 7 veces a la semana.
- ☐ Use las escaleras y no tome el ascensor.
- ☐ Seleccione un consejo de la lista anterior.



Read for Health – Grade 1 Parent Newsletter Keep Your Body Moving





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Cholesterol 0			0%
	ng		
Sodium 50mg			2%
Total Carbohy	drate :	30g	10%
Dietary Fibe	r 2g		8%
Sugars 11g			
Protein 2g			
Vitamin A 2%		Vitamin 0	50%
Calcium 2%		Iron 4%	3 30 76
*Percent Daily Value diet. Your daily value depending on your of C	es may be	e higher or l	
	ess than	65g	80g
	ess than	20g 300ma	25g 300ma
	ess than	2,400mg	2.400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 • Car	bohydrate	4 • Prot	ain 4



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- 4. Agregue los plátanos a la bolsa y ¡disfrútelo!



10/15

Grade 1 - Read for Health Picky Eaters Lesson



PREPARATION OUTLINE

PREPARATION OUTLINE	
LEARNING OBJECTIVES	 Describe the importance of trying different foods. Identify new fruits and vegetables. Practice being physically active. Create new names for foods that may help others to taste them for the first time.
ESTIMATED TIME	30-60 minutes
	 Introduction (2 mins) Book: I Will Never NOT Ever Eat a Tomato!(10mins with discussion) Physical Activity (5 mins) Food Tasting (5 mins) Closing discussion (5 mins) Writing Prompt left with classroom teacher 45-60 minutes Introduction Book Physical Activity (5-10 mins) Writing Prompt (5 mins) Food Tasting (5-10 mins)
	Closing Discussion
ACADEMIC ALIGNMENTS HEALTH & FITNESS COMMON CORE LANGUAGE ARTS SOCIAL SCIENCES	H1.N1.1a; H1.N1.1b; H1.N4.1; H1.N5.1; H2.N6.1 RL1-4, 6; RI1-4, 6,7; W1,8; SL1-6 SS4.4.1; 3.2.1, 5
SUPPLIES	 Student name tags I Will Never NOT Ever Eat a Tomato! by Lauren Child Parent Newsletters, English and Spanish "I tried it" stickers (see Appendix A) Dancing Dice (Appendix B)
HANDOUTS	 Tried new fruit or vegetable Writing Prompt Healthy Hut worksheet (optional to give to teacher)
PREPARATION	Before class- Make copies of newsletter and writing prompt Shop for food tasting items (see script)
EVALUATION:	

Grade 1 Picky Eaters Teaching Outline



INTRODUCTION or actions from last week 2 minutes	If first lesson in series, state name, what you do and who you represent. What the nutrition classes are aboutand what we will be doing during classes when you come.
Materials Needed: none	 If not first in the lesson, use these reflection questions from previous lesson: Last week we talked about (topic) What did you do differently because of what you learned/or did in last week's lesson?
BOOK ACTIVITY 5 minutes	Before opening the book, ask these questions while showing the cover:
Materials needed: I Will Never NOT Ever Eat a Tomato! by Lauren Child	 What do you think this story is about? What is an author? (The person who writes the story). The author of this story is What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is
DISCUSSION 5 minutes Materials needed: None Vocabulary: Fussy Difficult Certainly Nibble Peak	 Discuss these questions at the close of story: What was this story about? What did <u>Charlie</u> do to help Lola decide is she liked or disliked a food? What foods did she like? What foods did she didn't like? What was a fun name given to a food that was in a story? (moon squirters, etc.) <u>To add time</u>: encourage conversation and creativity, allow students to share their stories and connections.
PHYSICAL ACTIVITY A. Fit Sticks (5 min) B. Dancing Dice (10 minutes) Materials needed: ABOVE	Now we are going to get our bodies moving! Option A (for 30 minute class) • Use fit sticks per instructions. Option B: (for 45-60 minute class) We are going to play a game called Dancing Dice.
	Have children form a circle.

	 Have a child roll the dice. Have the children practice the rolled activity for 30 seconds Give several or all children a turn to roll.
FOOD ACTIVITY Tasting: 10-15 minutes	 Today we are going to taste several kinds of ROUND foods.
Supplies Carrots, Cherry Tomatoes, Grapes	Have students wash or use hand sanitizer. Suggested foods are carrot rounds, cherry tomatoes, grapes,
and Crackers Napkin or plate for each child or snack bag Gloves Hand sanitizer	 What do you notice about these foods? (are round). Call them names from the book (carrots are Orange Twiglets from Jupiter and tomatoes are Moonsquirters. NOTE: For 30 minute class: have one of each serving prebagged and kept in cooler before class.
	 What names can we come up with for the grapes and crackers? Suggested names might be Grapes- juicy drops, Crackers- salty saucers.
CLOSING 3 minutes Materials needed: "I tried it" stickers	 Instruct students to try a new fruit or vegetable. If did food tasting pass out "I Tried It" stickers, or give to teacher to distribute at their discretion.
(optional) Parent Newsletters	Now I have something for you to take home To your parents (newsletters)
	Next time, we are going to learn about (lesson topic) and have more fun! Thank you for being such great listeners and doers!

Grade 1 Picky Eaters

Recipe: Name that Food



Equipment/Supplies

Small plates or snack bags Napkins

Ingredients

20-26 cherry tomatoes 20-26 seedless grapes 20-26 slices of carrot rounds 20-26 round low-fat crackers

Directions

For 30 minute class: Before class, pre measure each taste into snack bag; keep in cooler. For longer classes: Use student helpers to distribute plates, napkins and food items.

Refer to script for discussion.

Draw a picture of a new fruit or vegetable you tried and liked. Write 3 words to describe this new food.

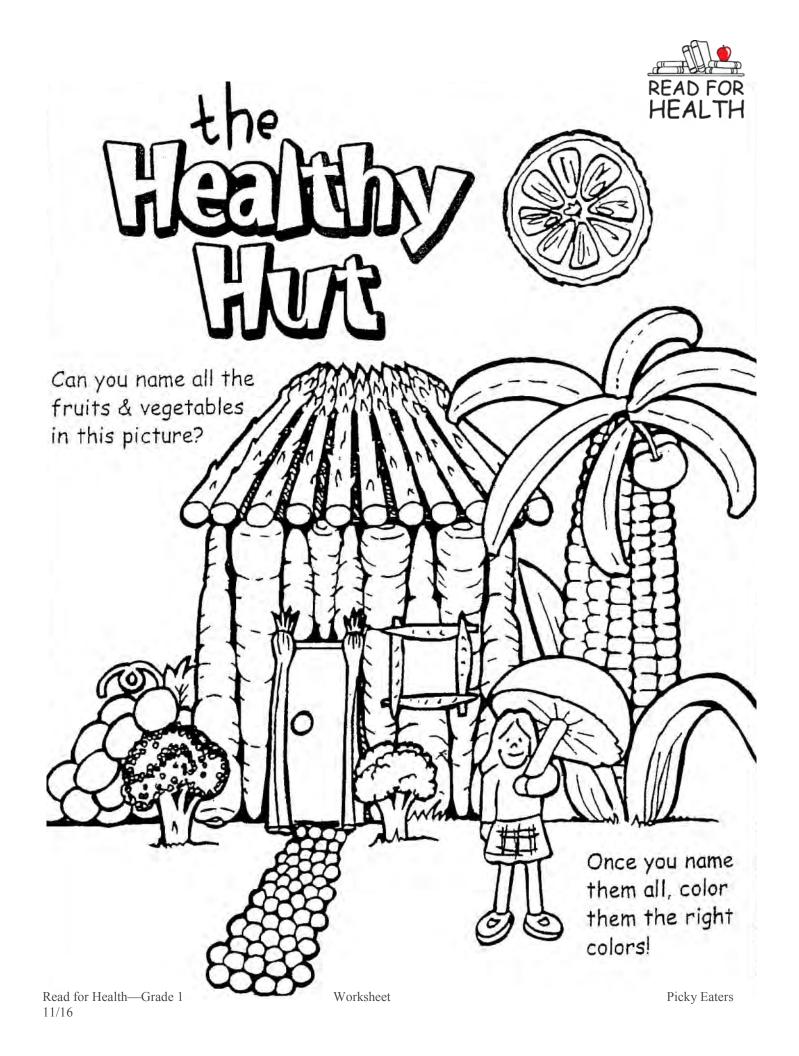


1. _____

2.

3.

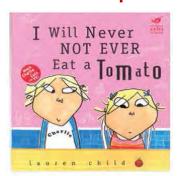






READ FOR HEALTH

Don't Give Up on PICKY EATERS



Your child learned how important it is to try new foods when we read the story of Lola, the picky eater, who became a fruit and vegetable fanatic. We then tried lots of fruits and vegetables!

Did You Know . . .

 Children are more likely to eat a new food if they see their parent or other family members enjoying that food. Avoid using the word "yuck". Be a good role model!



- Children know how much their body needs. Give your children several healthy options.
 Allow them to choose what and how much to eat.
- The more often children are exposed to new foods, the more likely they are to try them. It may take up to 12 times for a child to try a food and start to like it.
- Children are more willing to try new foods if they are involved in its preparation.
- Having family meals together will encourage your child to eat a variety of foods.

Grow Happy Kids, <u>www.growhappykids.org</u> is a WSU *Food* **\$***ense* family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Tips on Helping Your Child Try New Foods

- Offer new foods at the start of the meal, when your child is most hungry.
- Add new fruits and vegetables into a food your child already likes.
- Stay positive. Reward your child with hugs and kisses rather than sweets.
- Eat with your child and enjoy new foods together.
- Be patient and offer the same food many times.
- Provide small "tasting" portions.
- Offer only one new food at a time.

Take Action!

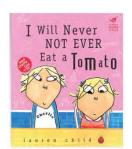
You can try new foods with your child anywhere. How many of the following suggestions can you check off this week?

- □ Allow your child to pick one new fruit or vegetable from a local farmers' market or grocery store. Visit the following website to find the closest market near you: http://www.wafarmersmarkets.com/index.html
- ☐ When eating at a restaurant, select the fruit or vegetable side option.
- ☐ Have your children help in the kitchen. Let them wash the fruits and vegetables.
- ☐ Set the rules? Ask your child to try at least one bit of every food served at mealtime.

Read for Health – Grade 1 Parent Newsletter Picky Eaters



READ FOR HEALTH



¡No se den por vencidos con los niños quisquillosos con la comida!

Su hijo aprendió la importancia de probar alimentos nuevos cuando leímos el cuento de Lola, una una quisuillosa niña, que llegó a ser

una fanática de las frutas y verduras. ¡Después probamos muchas frutas verduras!

¿Sabe usted que...?

- Los niños están más propensos a comer un alimento nuevo si ven a sus padres o a otros miembros
 - de la familia comiéndolo. Evite el uso de la palabra "yuck." Usted debe ser un buen modelo para sequir.
- Los niños saben lo que sus cuerpos necesitan. Deles a sus niños algunas opciones saludables. Deje que elijan por si mismo lo que quiere comer y la porción.



- Lo más que ven la comida nueva, lo más probable que los niños les vaya a gustar. Tal vez tomará hasta 12 veces para que un niño pruebe una comida nueva.
- Los niños están más dispuestos a probar alimentos nuevos si están participando en la preparación de la comida.
- Cenar juntos como familia va a animarle a su hijo a comer una variedad de comida.

Crezca Niños Felices, <u>wwwgrowhappykids.org</u> es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

¡Consejos para ayudar a que su hijo pruebe alimentos nuevos!

- Sea paciente y ofrézcale la misma comida varias veces.
- Dé porciones pequeñas para probar.
- Ofrezca solo una comida a la vez.
- Ofrezca alimentos nuevos al principio de la cena, cuando su hijo tenga más hambre.
- Ponga nuevas frutas y verduras en los alimentos que a su hijo ya le gustan.
- Mantenga una actitud positiva. Recompense a su hijo con abrazos y besos en lugar de dulces.
- Coma con su hijo y disfrute de los alimentos nuevos juntos.

¡Actúe!

Usted puede probar alimentos nuevos con su hijo en cualquier lugar. ¿Cuántas de las siguientes sugerencias puede completar esta semana?

- □ Deje que su hijo escoja una fruta o verdura de un mercado local o un supermercado.
 Visite las siguientes páginas web para encontrar el mercado más cercano: http://www.wafarmersmarkets.com/index.html
- □ Cuando coma en un restaurante, elija la fruta o la verdura para el plato que acompañe el principal.
- ☐ Deje que sus hijos le ayuden en la cocina. Déjeles que laven las frutas y verduras.
- ☐ ¡Establezcan las reglas! Pídele a su hijo que prueben aunque sea una mordida FSNE de cada comida de la cena.

Read for Health – Grade 1 Parent Newsletter Picky Eaters

Grade 1 - Read for Health Whole Grains



PREPARATION OUTLINE

PREPARATION OUTLINE		
LEARNING OBJECTIVES	 Students will: Learn where the Grain group is located on MyPlate Learn which foods belong in the Grain group Learn that grains provide energy to grow, play and think. Learn that half of their grains should be whole grains 	
ESTIMATED TIME	30-60 minutes	
	30 minutes Introduction (2 mins) Book: The Tortilla Factory (10 mins with discussion) Physical Activity (5 mins) Writing prompt/work sheet (10 mins with Tasting) Food tasting Option A (Trail Mix) Closing Discussion (3 mins) 45-60 minutes Introduction Book Physical Activity Writing prompt and word search work sheet Food Tasting (10-20 mins) Quesadilla	
ACADEMIC ALIGNMENTS	Closing Discussion	
HEALTH AND FITNESS	H1.W1.1;H1.N1.1a; H1.N4.1; H1.N5.1	
COMMON CORE LANGUAGE ARTS	SL1-4,7,9; RI1-4,7; W3; SL1-6	
SOCIAL SCIENCES	H4.4.1; G3.2.1	
SUPPLIES	 MyPlate poster Whole grain food models (Appendix A) Whole Grain Board (optional) Whole grain seed packets (optional) Food Tasting: (Option) Quesadillas or trail mix See Recipes at end of lesson. 	
HANDOUTS	Whole Grain word searchWhole Grain writing prompt	
PREPARATION	 Before class- Hang up MyPlate Poster Make copies of newsletters, writing prompt and work sheet Shop for and/or prepare food tasting items 	

EVALUATION	Learn about whole grains and why they are important for good
	health.

Grade 1 Whole Grains Teaching Outline



INTRODUCTION or actions from last week

If first lesson in series, state name, what you do and who you represent. What the nutrition classes are about, and what we will be doing during classes when you come.

2 minutes

If not the first lesson, use these reflection questions from previous lesson:

Materials needed: none

Last week we talked about ______

• What did you do differently because of what you learned or did in last week's lesson?

BOOK ACTIVITY

5 minutes

Today we'll learn about the Grain food group on MyPlate. Point to the Grain Group on MyPlate.

Materials needed: Grain models, seed packets, Whole grain board

We often eat grains as part of breakfast, lunch, dinner and snacks. Let's name some grain foods we like. (Take a few answers. Use food models as prompts).

Book: The Tortilla Factory by Gary Paulsen Now we will read a story.

Before opening the book, ask these questions while showing the cover:

- What do you think this story is about?
- The title of the story is "The Tortilla Factory".
- What is an author? (The person who writes the story). The author of this story is Gary Paulsen.
- What is an illustrator? (The person who draws/paints the pictures in the story). The illustrator of this story is Ruth Wright Paulsen.

Read the story with expression, showing the illustrations that support the text on each page.

DISCUSSION 5 minutes

Discuss these questions at the close of the story:

Materials needed: None

What was this story about?

Vocabulary words

 What are the steps needed to bring corn tortillas to our tables? (plant seed, pick and dry corn, grind into flour, make dough, form dough, bake disks, put in package)

Factory
Flour vs flower
Rustling,
Ground (grind vs
dirt)
disks

 Did you know that all grains are seeds? Whole grain foods use the entire seed, which is full of vitamins and minerals that make us healthy. (compare whole grain and enriched grains, whole grain board or seed packets).
 Whole grains give us energy. We call them our "Go"

	foods. We should try to eat whole grain foods about half of the time. Think, Pair, Share: Ask student to think about a favorite grain food they eat. Ask them to share why they like this grain food and when they like to eat it.
PHYSICAL ACTIVITY (30 min lesson)) 5 minutes	Brain boosters (Fit Sticks or see Appendix B) Or 'On The Farm' (see instructions at end of lesson) Or any physical activity using large muscles.
Tasting	Quesadilla (45-60 minute class Trail Mix (30 minute class)
10-20 minutes	
5 minutes Materials needed Newsletters	 What fun we've had today in nutrition class! We read a story and shared out thoughts about how grains give us energy and help us be healthy. We did a nutrition activity andTalk about new food or recipe offered; or -Completed out handout activity that helped us We gave our bodies some exercise to keep our hearts healthy, our muscles/bones strong and our minds happy! Now I have something for you to take homeTo your parents (newsletters) -To remind you to
	Next time, we are going to learn about (lesson topic) and have more fun! Thanks you for being such great listeners and doers!

Grade 1 Whole Grains

Food Tasting

Option 1: Quesadilla



Taste Servings: Recipe for 20-26 student tastes (in parent newsletter provide recipe for 2-4 people)

If using whole wheat/whole grain tortillas: 1/8 quesadilla

If using corn tortillas: 1/6 quesadilla

Equipment & Supplies:

Electric griddle or fry pan	Cooking spray	
Extension cord	Whole grain Tortillas (corn or whole wheat)	
Pancake turner	Cheese, lowfat	
Pizza wheel or sharp knife	Salsa, mild	
Small plates/boats	Optional:	
Napkins	Refried beans	
Cutting board	Mild green chilies	
Teaspoons		

Ingredients per quesadilla:

(2) 8-inch whole- or multi-grain tortillas or (2) 6-inch corn tortillas ¼ cup shredded cheese (Monterey Jack, mozzarella, cheddar or other) mild salsa (optional) refried beans (optional) Mild green chilies (optional)

Directions:

Spray griddle with cooking spray. Heat to 350° F.

Place one tortilla on griddle or electric skillet. Sprinkle cheese evenly over surface. (Optional: add chilies) Place another tortilla on top and press slightly.

Repeat, placing as many quesadillas as cooking surface will accommodate. Cook on medium heat until slightly browned. Flip quesadillas and cook until cheese is melted.

Place on cutting surface. Using a pizza wheel or large knife, slice into 6-8 pieces. Serve with 1 teaspoon mild salsa and refried beans and/or chilies (optional).

Whole Grains Food Tasting Option 2: Trail Mix



Recipe for 20-26 student tastes (in parent newsletter provide recipe for 2-4 people)

Taste serving: 1 tablespoon

Equipment & Supplies:

Large bowl	Whole grain square cereal
2-ounce soufflé cups or snack bags	Oat rings
Measuring cups	Fish crackers or pretzels
Measuring tablespoons	Pumpkin or sunflower seeds
	Dried fruit (optional)

1 cup whole grain squares cereal

1 cup oat rings

1 cup fish crackers or pretzels (pretzels may be broken into pieces for an easier fit if using soufflé cups)

½ cup roasted pumpkin seeds or sunflower seeds

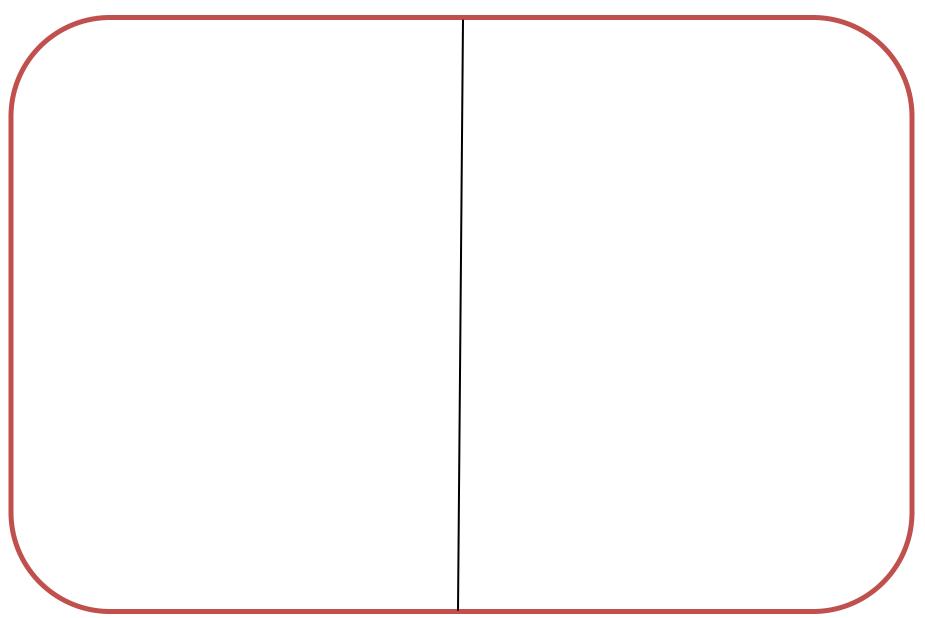
½ cup dried fruit (optional)

Have student helpers measure each ingredient into large bowl. Stir and serve.

If short on time (30 min. lessons), have ingredients pre-mixed and measure tastings in classroom. To save added time, snack bags can be pre-measured before class and ready to hand out to students.

Think about the Grain Group. On one side, draw a picture of your favorite grain food. On the other side, draw the physical activity you like to do after eating your "Go" food!





WHEAT IS GOOD TO EAT AND GOOD FOR YOU



The words at the bottom of the page are hidden in the slice of bread. Can you find them? They may be written diagonally, horizontally or up and down.

WXLKCM I E Z P Η U J R I N E H H G A M A NM $\cdot \mathbf{E}$ E 0 S D B Т \mathbf{T} E L A Z A E K W R Te \mathbf{T} E E 0 J O G Y \mathbf{F} R Q A S Y Y R B N ST A X Q T. G \mathbf{N} KSVSN LSC D U

BREAD CEREAL CORN ENERGY

FIBER

GRAIN

OATS

PASTA

PROTEIN

WHEAT





Whole Grains are Great!

Your child learned about the importance of whole grains today. We read the story "The Tortilla Factory" and learned how a seed of corn planted in spring becomes a tortilla at our table!



Whole Grain Foods Have Tons of Health Benefits!

Eating whole grains can help reduce the risk of some cancers, heart disease and high cholesterol.

Many whole grain foods are high in fiber. Eating fiber will help you feel full. This also helps with weight management.

Some examples of whole grain foods are listed below.

- Whole wheat bread
- Brown or wild rice
- Whole oats or oatmeal
- Whole grain barley
- Popcorn
- Whole wheat pasta

A complete list of whole grains can be found at the following link.

http://www.choosemyplate.gov and click "grains"

Grow Happy Kids, www.growhappykids.org is a WSU *Food \$ense* family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Shopping for Whole Grains

- A grains food that is brown in color does not always mean it is whole grain.
- Watch out for labels that say "multigrain" or "wheat". These may not be whole grain choices.
- To be sure you are choosing a whole grain food, read the ingredients list on the nutrition facts label. The first ingredient must list a whole grain.

Make at Least Half Your Grains Whole Grains.

- Instead of white bread, rice and pasta, try some whole grain choices.
- Snack on whole grain cereals.
- Eat popcorn plain or with light butter.
- Substitute half of the flour with whole wheat flour in muffin, pancake and cookie recipes.
- Try whole wheat crackers with low-fat string cheese for a great snack.

Take Action!

How many of the following tips can you and your family check off this week?

- ☐ Try one new whole grain food this week.
- ☐ Have a scavenger hunt in your kitchen with your child. Search for grains and decide if they are whole grains.
- □ Locate a food in the grocery store that you typically buy and purchase its whole grain variety.
- ☐ Make whole grain pita pizza with your family. Visit the following link for quick and easy directions.

http://www.youtube.com/watch?v=KMWdlpPdhUQ

Whole Grains

Read for Health - Grade 1

Parent Newsletter

USDA and Washington State University are equal opportunity providers and employers.





Tortillas with Cheese

Serves 6

Ingredients

6 (8-inch) multigrain tortillas
1 cup shredded mozzarella cheese
1 tablespoon salsa optional
Refried beans, optional
Chili peppers, optional



Directions:

- 1. Place one tortilla on a paper plate. Microwave for 15 seconds on high power.
- 2. Spread about 2 tablespoons of cheese slightly off center of the hot tortilla.
- 3. Fold tortilla in half, return it to the microwave, and cook 15 seconds more on high power or until cheese melts. Repeat this for all tortillas.
- 4. Serve quesadillas immediately with salsa and refried beans or chili peppers on the side if desired.



QUESADILLAS

6 porciones

Recipe

Ingredientes:

6 (8-pulgadas) multigrano tortillas 1 taza de queso Mozzarella rallado 1 cucharada de salsa, opcional Frijoles refritos, opcional Chiles, opcional

Direcciones:

- 1. En un plato de papel caliente una tortilla en el microondas por 15 segundos.
- 2. Distribuya 2 cucharadas de queso en el centro de la tortilla.
- Doble la tortilla por la mitad y regrésela al horno por otros 15 segundos o hasta que se derrita el queso. Repita con el resto de las tortillas.
- 4. Sirva las quesadillas inmediatamente con salsa y frijoles o chiles por un lado si desea.

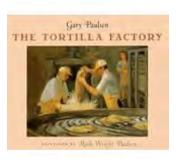
Nutri Serving Size Servings Per	1 tortilla	(92g)	cts
Amount Per Ser	ving		
Calories 250) Cal	ories fron	n Fat 6
		% Da	aily Value
Total Fat 7g			119
Saturated	Fat 2g		10%
Trans Fat	0g		
Cholesterol	5mg		2%
Sodium 710			30%
Total Carbo	hydrate	36g	12%
Dietary Fil	per 1g		4%
Sugars 1g			
Protein 11g			
Vitamin A 2%	6 •	Vitamin (0%
Calcium 20%		Iron 10%	
*Percent Daily Va diet. Your daily va depending on you	alues may b	e higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber	Less than Less than Less than Less than	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g





¡Granos integrales son fenomenales!

Su niño/a aprendió sobre la importancia de los granos enteros. ¡Leímos la historia "La Fábrica de Tortillas" y aprendimos como una semilla de maíz plantada en la primavera se convierte en una tortilla en nuestra mesa!



¡Granos integrales tienen muchos beneficios de salud!

Comer granos integrales puede ayudar a bajar el riesgo de contraer algunos tipos de cancer, cardiopatía y cholesterol alto.

Muchas comidas de granos integrales son altas en fibra. Comer fibra ayuda a sentirse lleno.

También puede ayudar con el control de peso.

La lista abajo da unos ejemplos de alimentos de granos integrales.

- Pan integral
- Arroz salvaje o integral
- Avena integral
- Cebada integral
- Palomitas de maíz
- Pasta integral

Una lista complete de granos integrales se encuentra en en la siguiente:

www.choosemyplate.gov/food-groups/grain.html (en inglés)

Crezca Niños Felices, www.growhappykids.org es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Al comprar granos integrales

Aunque unos granos son morenos no significa que sean granos integrales.

Esté alerta por etiquetas que dicen "multigrain" o "wheat" porque a lo major no son opciones integrales.

Para asegurarse que está eligiendo comida integral, lea la lista de ingredients en la etiqueta nutricional. El primer ingredient debe ser grano integral.

Haga que la mitad de los granos que consume sean integrales.

En vez de comer pan, arroz, y pasta blanca, pruebe las opciones integrales.

Coma meriendas de cereals integrales.

Coma palomitas de maíz sin sabor o baja en mantequilla.

Reemplace la mitad de su harina con harina integral en las recetas de mollete, panqueque y galletitas.

Purebe galletas integrales con queso bajo en grasa para una rica merienda.

¡Actúe!

¿Cuántos de los siguientes puntos puede lograr esta semana?

- ☐ Pruebe un alimento de grano integral esta semana.
- ☐ Haga una búsqueda en su cocina con su hijo. Busque granos y decidan si son integrales.
- ☐ Encuentre una comida que compraría normalmente y compre su version integral.
- ☐ Cocine pizza integral con su familia usando pan de pita integral.

Vaya al enlace indicado para orientación fácil y rápida:

https://www.youtube.com/watch?v=KMWdlpPdhUQ

Read for Health – Grade 1 Parent Newsletter Whole Grains





Tortillas with Cheese

Serves 6

Ingredients

6 (8-inch) multigrain tortillas
1 cup shredded mozzarella cheese
1 tablespoon salsa optional
Refried beans, optional
Chili peppers, optional



Directions:

- 1. Place one tortilla on a paper plate. Microwave for 15 seconds on high power.
- 2. Spread about 2 tablespoons of cheese slightly off center of the hot tortilla.
- 3. Fold tortilla in half, return it to the microwave, and cook 15 seconds more on high power or until cheese melts. Repeat this for all tortillas.
- 4. Serve quesadillas immediately with salsa and refried beans or chili peppers on the side if desired.



QUESADILLAS

6 porciones

Recipe

Ingredientes:

6 (8-pulgadas) multigrano tortillas 1 taza de queso Mozzarella rallado 1 cucharada de salsa, opcional Frijoles refritos, opcional Chiles, opcional

Direcciones:

- 1. En un plato de papel caliente una tortilla en el microondas por 15 segundos.
- 2. Distribuya 2 cucharadas de queso en el centro de la tortilla.
- Doble la tortilla por la mitad y regrésela al horno por otros 15 segundos o hasta que se derrita el queso. Repita con el resto de las tortillas.
- 4. Sirva las quesadillas inmediatamente con salsa y frijoles o chiles por un lado si desea.

Nutri Serving Size Servings Per	1 tortilla	(92g)	cts
Amount Per Ser	ving		
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Protein 11g			
Vitamin A 2%	6 •	Vitamin (0%
Calcium 20%		Iron 10%	
*Percent Daily Va diet. Your daily va depending on you	alues may b	e higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber	Less than Less than Less than Less than	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g

Grade 1 Vocabulary Lists from Selected R4H Literature



Lesson	Vocabulary words introduced and discussed
Fruits and Vegetables	Baguettes Cloistered Moolah Mahi Mahi
Food from the Earth	Moist Root Stem Leaves Flower Fruit Anchor Photosynthesis Minerals Pollen Edible
Keep Your Bodies Moving	Flexible Balanced diet Disappointing Get fit Fitness Vanished
Family Meals	Chickpea Cafeteria (cah-fay-tare-ee-uh) Empanada Fiesta Gazpacho Paella (pie-ay-uh) Pollo (poyo) Sardinas Sevillanas (say-vee-yanas)
Picky Eaters	Fussy Difficult Certainly Nibble Peak
Whole Grains	Factory, flour vs. flower, rustling, ground (grind vs dirt); disks



GRADE 2

Grade 2 - Read for Health Family Meals



PREPARATION OUTLINE

PREPARATION OUTLINE	
INTRODUCTION	 Student will: Discuss the importance of eating together Explore how they can be part of a family meal Make a healthy meal together which includes a variety of fruits or vegetables.
ESTIMATED TIME	30-60 minutes
	 30 minutes Introduction (2 mins) Book: We Love the Company (10 mins with discussion, including vocabulary) Physical Activity: Brain Booster (5 mins) Food Tasting (10 mins) Rainbow Pasta Salad Closing/newsletter while students eat
	 45 minutes Introduction Book Physical Activity Tasting Leave writing prompt and work sheet with teacher
	 60 minutes Introduction Book Physical Activity (Appendix B) Writing Prompt and work sheet Tasting (5 minutes)
ACADEMIC ALIGNMENTS HEALTH & FITNESS COMMON CORE LANGUAGE ARTS	RL2.1; RL2.4; RI2.6; RI2.7; L2.4b; H1.N4.2; H2.N6.2; H5.N6; SL2.1a,b,c; SL2.2: SL2.3; SL2.4
SUPPLIES NOTE: *IF YOU ARE WORKING WITH A FLIP BOOK, IT HAS A REVERSED PAGE. AFTER YOU FLIP 4 PAGES, YOU NEED TO SKIP TO PG 6, THEN BACK TO PG 5.	 Teaching: Book: We Love The Company* by Angela Russ-Ayon MyPlate Poster Newsletters Family Meals writing prompt Family Meals worksheet
	 Food Tasting: (Option) Rainbow Pasta Salad ingredients (recipe at end of lesson) Mixing bowl and spoon Forks/napkins Small plates/cups/boats

HANDOUTS	Worksheet; Family Meals Writing Prompt; Parent Newsletter							
PREPARATION	 Before class- Make copies of newsletter and writing prompt and worksheet Obtain Brain Boosters (activity sticks) Shop for and/or prep food tasting items 							
EVALUATION								

Grade 2 Family Meals Teaching Outline

Grade 2 Family Meals Teaching Outline									
Introduction or actions from last week 2-5 minutes	If first lesson in series, state name, what you do and who you represent. What the nutrition classes are about, and what we will be doing during classes when you come.								
Materials needed: none	 If not the first lesson, use these reflection questions from previous lesson: Last week we talked about (topic) What did you do differently because of what you learned or did in last week's lesson? Today we're going to talk about something a little different. We're going to talk about family meals. Explain that the word 'family' can mean different things to different people-not all families are nuclear families. 								
Book Activity 10 minutes Materials needed: Book: We Love The Company by Angela Russ-Ayon	 Before opening the book, ask these questions while showing the cover: What do you think this story is about? The title of the story is "We Love The Company" What is an author? (The person who writes the story). What is an illustrator? (The person who draws/paints the pictures in the story). Read the story with expression, showing the illustrations that support the text on each page. 								
DISCUSSION 10 minutes Materials needed: None Vocabulary: Place setting, utensils, rude, unsteady portion, fare, amused excused, cherish	 Discuss these questions at the close of the story: What was this story about? Why is it important to eat together? (share stories, etc.) What were some of the manners that we remember from the book? Why are manners important? Why is it polite to be screen free during family meals? How can you be part of a family meal? (help set table, wash fruits/veggies, clear table, etc.) Why do you think the characters in the story 'love' to eat with other people? Think, pair, share:								
	Ask children to think about meals they usually eat with other people. What makes eating with friends and family special?								

PHYSICAL ACTIVITY							
5 minutes	For 30 minute lesson: Brain Boosters/Fit Sticks (Appendix B)						
	Musical Chairs						
	Or any physical activity using large muscles.						
FOOD ACTIVITY: Tasting Options	Rainbow Pasta Salad						
10-25 minutes	If short on time, have pasta salad prepared and just toss						
	with dressing and distribute to students. (10 minutes)						
	 If using as main nutrition activity, see instructions on 						
	recipe at end of lesson. (25 minutes)						
	 Make sure students wash their hands properly; or with 						
	hand sanitizer if wash station is not available						
NUTRITION ACTIVITY	For 30 minute classes, this is not required. The writing						
0-15 minutes	prompt and work sheet can be left with the classroom						
Materials needed:	teacher as extension activities.						
Writing prompt and word search	The writing prompt and work sheet can be distributed to						
	students during handwashing and while the tasting is						
	being prepared.						
	 A third option is to have students complete the 						
	worksheet and leave the writing prompt with teacher for						
	extension activity.						
CLOSING							
	What fun we've had today in nutrition class!						
3-5 minutes	 We read a story and shared out thoughts about family meals 						
Materials needed:	We did a nutrition activity and						
Parent Newsletters	-Talk about new food or recipe offered; or						
	-Completed out handout activity that helped us						
Leave with	 We gave our bodies some physical activity to keep our 						
Classroom Teacher:	hearts healthy, our muscles/bones strong and our minds						
Writing Prompt and worksheets if not	happy!						
used in class.	Now I have something for you to take home						
	-To your parents (newsletters)						
	-To remind you to						
	10 remina you to						
	Next time, we are going to learn about (lesson topic) and have						
	more fun!						
	Thanks you for being such great listeners and doers!						

Tasting Activity: Rainbow Pasta Salad

Recipe for 20-26 student tastes (in parent newsletter provide recipe for 2-4 people)

Equipment and Supplies:

- 1 box pre-cooked whole grain pasta
- 1 bottle reduced-fat salad dressing
- Selected vegetables
- Mixing bowl and spoon
- Forks/napkins
- Small plates/cups/boats

Instructions:

Select vegetables from three or more of the following color categories:

Red	Yellow/Orange	Green	<u>Purple</u>
Red bell pepper	Orange or yellow	Lettuce	Purple cabbage
tomato	pepper	Spinach	Beets
	Squash (cooked)	Broccoli	Eggplant (uncooked)
	Carrot	Green pepper	

Example for 20-26 tastes

For a 30 minute class:

Bring pasta salad prepared, add dressing and serve.

For a 45-60 minute class:

Divide the class into groups based on how many types or colors of veggies you have. Each group will add their veggie to the big bowl.

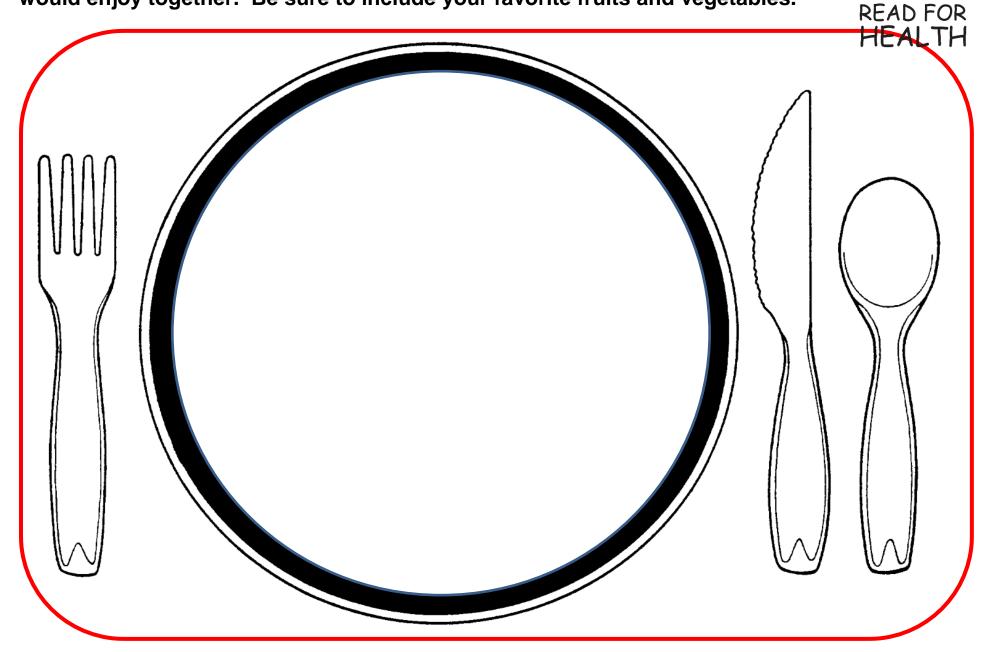
When they add the veggie, ask the group what color it is. Ask the class to name other veggies of that same color.

Focus on how each person/group had a role in preparing the salad.

Once the salad is prepared, have students sit in a circle and eat together like they would for a family meal. Encourage discussion about things they like to do, what makes them happy or about their favorite thing they learned in nutrition class.

If short on time, have all ingredients ready before class. Toss together and distribute to students.

You are the family chef tonight! Draw a picture of a meal that you and your family would enjoy together. Be sure to include your favorite fruits and vegetables.





FAMILY MEALS

Word Search

Ο	D	R	I	R	E	E	Η	Т	D	M	A	D	A
S	M	E	V	R	0	E	A	G	0	C	U	G	S
В	F	L	L	\mathbf{E}	L	A	\mathbf{F}	R	I	E	N	D	S
\mathbf{E}	E	E	E	F	I	S	V	E	S	В	N	E	I
Ο	Ο	Η	\mathbf{F}	X	F	F	E	A	Т	A	J	\mathbf{T}	Y
S	I	S	A	R	C	D	T	E	Η	R	C	N	W
D	E	Т	M	V	F	U	S	Η	M	S	M	I	I
Z	K	N	I	F	E	A	S	W	R	C	I	L	S
P	Q	E	L	R	E	A	I	E	V	P	P	Η	E
N	L	S	Y	L	W	Т	N	L	D	K	L	I	W
S	N	A	P	K	I	N	S	C	R	I	A	C	D
C	Η	E	M	0	A	G	P	Ο	L	I	T	E	0
Ο	E	S	C	M	Ο	I	\mathbf{F}	M	S	M	E	L	N
D	N	W	0	Т	G	N	U	E	Т	D	M	R	0

Behave Chew Eat Excused Family Fork Friends Knife

Manners Napkin Plate Please Polite Spoon Wash hands Welcome



FAMILY MEALS

Word Search

D T M R Ι R Ε Ε Η D A D Α S VC M E R Ε G U 0 Α 0 F \mathbf{E} R Ι \mathbf{E} N F L L L A E S S NE E F Ι V Ι E \mathbf{E} F X T 0 0 H F F Ε T Y Α HS S A R Ι N W V M M \mathbf{E} Т F Ι I D M W K Ι E S Z F NI L E R E Р Q \mathbf{E} L P Ρ Η \mathbf{E} W Y \mathbf{N} L Ι W \mathbb{D} \mathbf{L} (P) S NK N \mathbb{R} A Α D Τ C 0 Ι Η \mathbf{E} W A P L \mathbf{E} 0 C(M)0 M S 0 \mathbf{E} S I (F M $|\mathbf{E}|$ L N Τ T NW 0 G N) U \mathbf{E} D M R 0

Behave Chew Eat Excused Family Fork Friends Knife

Manners Napkin Plate Please Polite Spoon Wash hands Welcome





Enjoy a Family Meal



Your child learned the importance of eating together as a family when we read the book, "We Love the Company" about a group of young children who explain table

manners from their point-of-view, while enjoying each other's company.

We learned some ways we could help with family meals at home and then worked together to make a healthy salad.

Did You Know . . .

 Any meal can be a family meal including breakfast, lunch, dinner and snacks.

Children who eat together with their family:

- their family:
 Have a healthier diet and eat more fruits and vegetables.
- Are at a lower risk for overweight and obesity.
- Do better in school
- Develop good self-esteem and social skills
- Are less likely to smoke and use drugs or alcohol.

Goals for Family Meals

Be your child's best role model.

When they see you eat fruits and veggies, your children will too! Try to include at least one fruit or veggie at each meal.

Involve family members in planning and preparing the meals.

Children will be more likely to try new foods if they help choose and prepare it.

Eat meals at or around a table. Enjoy each other's company.

Enjoy talking with one another.

Turn off the television, video games, phone and computer. Instead, learn about what happened in your child's day. Talk about their hopes and dreams.

Make mealtime a fun time.

Plan a time to use games and activities along with the family meal. This gives children something special to look forward to

Take Action! Make Family Meals Fun!

Try these activities with your child. See how many you can check off this week!

- ☐ Let your child choose and help prepare a fruit or veggie for the meal.
- ☐ Allow your child to help cook. They can mix, add ingredients and wash produce.
- ☐ Ask your child to choose a theme or topic to discuss at mealtime.

Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Read for Health – Grade 2 Parent Newsletter Family Meals USDA and Washington State University are equal opportunity providers and employers.







Ingredients

- 1 box pre-cooked whole grain pasta (optional for vegetable salad)
- 1 bottle reduced-fat salad dressing (for vegetable salad only)

Choose fruits or vegetables from three or more different colors. Some suggestions are listed below:

<u>Purple</u>
urple cabbage
Beets
plant (uncooked)
Blueberries
Grapes
ŗ

Directions

Choose ingredients by color. Add to bowl and mix.

For additional protein, suggested foods include: Chicken, turkey, tuna or ham



Disfrutar de una comida familiar



Su estudiante aprendió la importancia de comer con la familia cuando leímos el libro, "Quiero la Compañia" ("We Love the Company"). Es un grupo de niños que explican buenas maneras en la mesa

desde su punto de vista, mientras disfrutan la compañia de cada uno de ellos. ¡Aprendimos algunas maneras con las cuales que podríamos ayudar con las comidas familiares en casa y luego trabajamos juntos para hacer una ensalada saludable.

¿Sabe usted que...?

 Cualquier comida puede ser una comida familiar incluyendo el desayuno, almuerzo, cena y meriendas.

Los niños que comen junto con sus familias:

- Tienen una dieta más saludable, y comen más verduras.
- Tienen menos riesgos del sobrepeso y la obesidad.
- Hacen mejor en la escuela.
- Desarrollan una buena autoestima y habilidades sociales.
- Son menos propensos a fumar y usar drogas o alcohol

Los niños hablan de lo que les gusta acerca de las comidas familiares. Pídales que compartan sus cuentos mientras comen juntos en familia.

Metas para comidas en familia

Sea el mejor modelo a seguir para su hijo. ¡Cuando ellos ven que usted coma frutas y verduras, sus hijos también las seguirán! Trate de incluir por lo menos una fruta o verdura en cada comida.

Involucre a los miembros de la familia en la planificación y la preparación de las comidas.

Los niños estarán más dispuestos a probar nuevos alimentos si han ayudado a elegirlos y a prepararlos.

Coma alrededor de una mesa.

Disfrute de la compañía de los otros.

Disfrute de hablar unos con otros.

Apague la televisión, videojuegos, teléfono y la computadora. En lugar de estos aparatos, mejor aprenda acerca de lo sucedido durante el día a su hijo. Hable acerca de sus sueños y deseos.

Haga que la hora de comer sea un momento de diversión.

Planifique una hora para usar los juegos y actividades junto con la comida familiar. Esto le da a los niños algo especial para esperar.

¡Actúe! ¡Haga que las comidas familiares sean divertidas!

Incluya a su hijo en la hora de comer. Pruebe una de estas ideas esta semana:

- □ Deje que su niño escoja y ayude a preparer una fruta o verdure para la comida.
- □ Deje que su niño ayude a cocinar. El puede mezclar, agregar los ingredients, y lavar las legumbres.
- ☐ Pídale a su niño a escoger un tema para charlar durante el tiempo de comer.

Crezca Niños Felices, <u>www.growhappykids.org</u> es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Read for Health – Grade 2 Parent Newsletter Family Meals









Instrucciones

1 caja de pasta integral pre-cocinada (opcional para ensalada de verduras)

1 botella de aderezo con un contenido reducido de grasas (para la ensalada de verduras solamente)

Escojan frutas o verduras con tres o más diferentes colores. Algunas sugerencias están abajo:

<u>Rojo</u>	Amarillo/Anaranjado	Green	<u>Morado</u>
Pimiento Rojo	Pimiento Amarillo o	Lechuga	Repollo
Tomate	Anaranjado	Espinaca	Betabel
Fresa	Calabacita	Brócoli	Berenjena(Cruda)
Manzana	Zanahoria	Pimiento Verde	Arándano Azul
Frambuesa	Melón	Pera	Uva
	Mango		

Instrucciones

Escojan los ingredientes por color. Pónganlos en un bol y mezclen.

Para más proteínas comidas sugeridas incluyen: pollo, pavo, atún, jamón o frijoles.



Grade 2 - Read for Health Food from the Earth



PREPARATION OUTLINE

PREPARATION OUTLINE		
LEARNING OBJECTIVES	 Learn how nearly all of our food begins with seeds, even protein, grain and dairy foods. Discover how soil, sun, and rain help to make seeds and plants grow. Discover the organisms living in the soil and why they are important to making soil healthy. Learn how the earth provides soil, sun, and water to plants. Plants use these resources to provide food and oxygen for people and animals. 	
ESTIMATED TIME	 30 – 60 minutes 30 minutes Book (5 minutes) Discussion (10 minutes) Physical Activity (5 minutes) Food Tasting (10 minutes) Seeds – Edamame, corn, pumpkin seeds) 	
	 45-60 minutes Introduction Book Physical Activity – Brain Booster Garden in a Glove activity Closing Discussion 	
ACADEMIC ALIGNMENTS HEALTH AND FITNESS COMMON CORE LANGUAGE ARTS INTEGRATED SCIENCE	H2.N6.2 RL1,5,7; RI1,3-4,6,8; SL1-4,6 2-LS2-1	
SUPPLIES	 Student name tags Seed, Soil, Sun by Cris Peterson Newsletters Brain Booster (Appendix B) 	
HANDOUTS	Worksheet: Match Food to Plant PartWriting Prompt: What Affects Plant Growth	
PREPARATION	 Before class Make copies of newsletter and writing prompt Shop for "garden in the glove" supplies. 	
EVALUATION:		





	HEALTH
INTRODUCTION or actions from last week 0-3 minutes	If first lesson in series, state name, what you do and who you represent. What the nutrition classes are aboutand what we will be doing during classes when you come.
Materials needed none	 If not first in the lesson, use these reflection questions from previous lesson: Last week we talked about (topic) What did you do differently because of what you learned/or did in last week's lesson?
BOOK ACTIVITY 5-10 minutes Materials needed Seed, Soil, Sun by Cris Peterson	Before opening the book, ask these questions while showing the cover: • What do you think this story is about? • What is an author? (The person who writes the story). The author of this story is What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is
10 minutes Materials needed none Vocabulary Soils, silt, sand Bacteria, castings, Organisms, oxygen, germinate	 What was this story about? What is the earth's recipe for food? Seeds, soil and sun, air and water. How do foods which come from animals start with seeds? Animals eat grains and seeds and make meat, cheese and milk. When we eat fruits and vegetables, we eat different parts of each plant. Can you tell me what part of the plant different foods come from? When we eat lettuce, we eat the leaves; when we eat celery, it is the stem; when we eat tomatoes it is the fruit; when we eat; carrots come from the root; broccoli is the flower and corn is the seed.
NUTRITION ACTIVITY (for 45-60 minute classes only) 20-25 minutes	 Explain to the students how they are going to make their own "garden in a glove." Be sure the classroom teacher understands how he/she will need to assist. Discuss with the teacher what can be done with the seedlings – see directions on activity sheet.

	To add time: encourage conversation and creativity, allow students to share their stories and connections
PHYSICAL ACTIVITY	Now we are going to get our bodies moving!
5 minutes Materials needed Mind in Motion Fit Sticks	 Have students stand up and push their chairs into the desk or table. If you are using Mind in Motion Fit Sticks, have an exercise already chosen the fits the theme of the book or have a student pick a stick from the appropriate section. Follow the directions on the stick.
FOOD ACTIVITY Tasting	For 30 minute classes Seed Tasting (edamame, corn, pumpkin seeds). After
30 minute classes 10 minutes	distributing tastings, stimulate conversation by asking students:
Materials needed Small paper cups or snack bag Napkins Matching Worksheet if time; or give to classroom teacher. Longer classes 5 minutes	 What seeds are in your cup/bag today? What words describe edamame? Corn? Pumpkin seeds? What MyPlate food group do seeds belong to? For 45-60 minute classes Because the "garden in a glove" requires more time, food tasting for longer classes are limited to one seed: edamame. Have the classroom teacher place one pod in a small cup and place one tasting on each desk while educator leads physical activity.
	Make sure to instruct children to wash hands/hand sanitizer prior to touching food.
CLOSING	Now I have something for you to take home
0-3 minutes For 30 minute class, hand materials to	 For your parents (newsletters and directions for "garden in a glove" to repeat at home).
classroom teacher for distribution. Materials needed	Next time, we are going to learn about (lesson topic) and have more fun!
Newsletters Garden in a Glove activity	Thank you for being such great listeners and doers!

GRADE 2 Food from the Earth

FOOD ACTIVITY: Seed Tasting



30 MINUTE CLASS: Option 1: Seed Tasting

Equipment

• Napkins, snack bags

Ingredients

- 20-25 Edamame pod (1 per student)
- 20-25 teaspoons corn
- 20-25 teaspoons pumpkin seeds

Directions

- Premeasure seeds into snack bag prior to class to minimize prep time.
- Taste seeds as a group, one at a time. Stimulate discussion: see lesson scipt.



45-60 MINUTE CLASS: Option 2: Edamame

See lesson script to offer this tasting if time.



What Affects Plant Growth?

What are the 4 main things that all plants need to grow? Draw them in the boxes below. What happens when plants get too much sun? What happens when plants don't get enough water?

What things can cause a plant to not grow at all?

Parts of the Plant Matching Game



Draw a line between the fruit or vegetable and the Part of the Plant to which it belongs.

Fruit or Vegetable	Part of Plant
Broccoli	Root
Carrot	Stem
Corn	Leaf
Lettuce	Flower
Celery	Fruit
Apple	Seed







Materials: Clear plastic glove • 5 cotton balls • 5 types of seeds, 3- 4 seeds of each • Pencil • Water • Permanent marker • Twist ties or Pipe cleaners

Directions

- 1. After you have gathered all the materials, wet five cotton balls and wring them out.
- 2. Choose five seeds from the categories below, one kind for each finger of the glove:

Seeds	Roots	Fruit	Leaves	Flower	Stem
Corn	Carrots	Tomato	Lettuce	Cauliflower	Celery
Peas	Radishes	Pepper	Spinach	Broccoli	
Beans	Beets	Cucumber	Kale		

- Take three to four seeds for each vegetable and wrap them in the cotton balls. To keep track of which seed is in which finger, write the seed type on the finger of the glove with a permanent marker.
- 4. Put a cotton ball with the seeds inside into each finger of the glove. Hint: You may have to use a pencil to get the cotton ball all the way to the tip of the glove finger.
- 5. Blow up the plastic glove and close it with a twist tie or pipe cleaner.
- 6. Tape the glove to a window or string a line and use clothes pins to hold the glove.
- 7. The seeds will germinate in three to five days. Check the seeds daily and have your child record their observations of how the seeds swell and roots and shoots begin to grow. Note: the cotton balls should stay moist enough through the germination of the seeds. If one appears dry, you can add a little moisture.
- 8. When the new plants or seedlings are approximately two inches tall, cut the bottom of each finger in the glove to remove the cotton ball and seedlings. Transplant the cotton ball and small plants into containers filled with potting soil or into a garden.

Read for Health – Grade 2 Nutrition Activity Food from the Earth

Grade 2 Food from the Earth GARDEN GLOVE ACTIVITY Step 1







Garden in a Glove Activity Steps 2 and 3



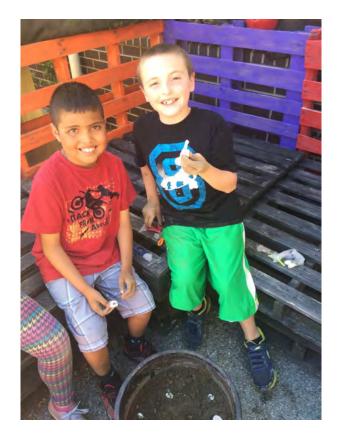




Garden in a Glove Activity Steps 4 and 5







Garden in a Glove Activity Steps 6-8





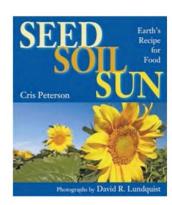




Food from the Earth

Today we read, "Seed, Soil, Sun" by Cris Peterson and

learned about the process by which tiny seeds sprout into healthy plants with the help of good soil, sunshine and rain. These plants become our food and when new seeds form, they are used to grow more plants. We began an experiment with seeds by starting a garden in a glove so we can watch first hand as tiny plants emerge from the seeds.



Did You Know . . .

- Most of the plants we eat begin with seeds. Inside each seed is a tiny new plant and energy that will be used later to help that plant grow.
- When we eat plant seeds such as beans, corn or nuts, we are also benefiting from the energy that is stored in the seeds.
- Plants can also use energy from the sun to make food that is needed to grow.
- Plants use this food to grow and store extra energy in the leaves, stems, flowers, fruits and roots.
- When we eat fruits and vegetables, we eat these plant parts that are full of healthy energy. Make sure you are eating lots of fruits and vegetables every day to keep you going.



Grow Your Own Beans

Try growing a bean plant with your child using dried beans from the grocery store such as lima beans. All you need is a small container, a rinsed soup can or margarine dish.

 Fill the dish with soil and place the bean in the soil and lightly water.



- Keep the soil moist and place in a sunny window.
- After 3-4 weeks, you can replant the bean in a larger container with drainage holes in the bottom and place it outside to grow.
- Many bean plants will produce a vine and will need to grow up a fence or trellis.
- Continue to provide your plant with plenty of water and harvest them when the plant is full of bean pods.

Take Action! Eat More Foods from the Earth!

- ☐ Plant a small container garden with your child or explore the produce section at your local market for new foods to try.
- Let your child plant a small garden using a cardboard box lined with newspaper.
 Fill it with potting soil and plant lettuce or spinach seeds.
- ☐ Allow your child to choose a new fruit or vegetable to try at mealtime.

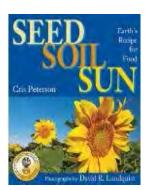
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Read for Health – Grade 2 Parent Newsletter Food from the Earth



PREAD FOR HEALTH

Los alimentos de la tierra



Hoy leímos, "Seed Soil Sun" por Cris Peterson y aprendimos del proceso en el que las semillitas retoñan en plantas sanas con la ayuda de la tierra buena, la luz del sol y la lluvia. Estas plantas se convierten en nuestras comidas y cuando nuevas semillas nacen, se usan para sembrar más plantas. Comenzamos un experimento con

las semillas empezando un jardín en un guante, para que podamos ver de primera mano como las plantitas emergen de las semillas.

¿Sabe usted que?

- La mayoría de las plantas que comemos comienzan como semillas. Dentro de cada semilla hay un nueva plantita y la energía que se usará luego para crecer la planta.
- Cuando comemos las semillas de plantas como los frijoles, maíz o nueces, nosotros también nos beneficiamos de la energía almacenadas en esas semillas.
- Las plantas también pueden usar la energía del sol para hacer comida que se necesita para crecer.
- Las plantas usan esta comida para crecer y almacenan la energía sobrante en las hojas, tallos, flores, frutas, y raíces.
- Cuando comemos frutas y vegetales, comemos estas partes de las plantas que están llenas de energía saludable. Asegúrese de comer bastante frutas y vegetales todos los días para mantenerse activo.



Crezca Niños Felices, <u>www.growhappykids.org</u> es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Traiga la jardinería a casa

Intente crecer una planta de frijoles con su

hijo al usar frijoles secos de la tienda, como habas de lima. Todo lo que necesita es un recipiente pequeño, como un



recipiente de requesón, una lata de sopa lavada o un envase de margarina.

- Llene el recipiente con tierra y ponga el frijo dentro de la tierra y riegue con agua levemente.
- Mantenga la tierra húmeda y póngala en una ventana soleada.
- Después de 3 a 4 semanas, usted puede replantar el frijol en un contenedor más grande con hoyos por debajo para drenaje y póngalo afuera para que crezca.
- Muchas de las plantas de frijoles crecen una rama y necesitarán una valla o un enrejado para crecer.
- Continúe regando su planta con bastante agua y coséchela cuando la planta esté llena de ejotes de frijoles.

¡Actúe! ¡Coma más alimentos de la tierra!

- ☐ Plante un jardín pequeño de contenedores con su hijo/a o explore la sección agrícola en su tienda local para probar nuevas comidas.
- □ Deje que su hijo plante un jardín pequeño usando una caja de cartón alineado con papel periódico. Llénelo con tierra abonada y siembre lechuga o semillas de espinacas.
- ☐ Deje que su hijo/a escoja una fruta o un vegetal nuevo para probar a la hora de comer.

Read for Health-Grade 1 Parent Newsletter Food from the Earth

Grade 2 - Read for Health Eating Fruits and Vegetables



PREPARATION OUTLINE

PREPARATION OUTLINE			
LEARNING OBJECTIVES	 Students will: Describe the importance of trying a variety of foods. Identify new fruits and vegetables. Understand why eating fruits and vegetables is important for healthy bodies. Understand that farmers grow the fruits and vegetables we eat by getting them to farmers' markets and grocery stores. 		
ESTIMATED TIME	30-60 minutes		
	 Introduction (omit) Book (15 minutes with discussion) Physical Activity (3-5 minutes) Food Tasting (10 minutes) Closing (include as students sample tasting) 		
	 45-60 minutes Introduction Book Physical Activity Food Tasting Closing Discussion 		
ACADEMIC ALIGNMENTS HEALTH & FITNESS COMMON CORE LANGUAGE ARTS			
SUPPLIES	 Student name tags Why Do I Need to Eat Fruits and Veggies? Written by Johanna Pomeroy-Crockett Newsletters, English and Spanish NERI: I Tried It Stickers or other Selected On the Farm or Dancing Dice 		
HANDOUTS	 6. My Grocery List Letter - Writing Prompt 7. The Five Food Groups Farm – 8. Five Food Group Stickers – 9. Parent and/or teacher observation forms (if Lesson 5 or 6 in series) 		
PREPARATION	Before class- 10. Make copies of newsletter, writing prompt and parent and/or teacher observation forms 11. Shop for food tasting items 12. Pre-prepare the salad ingredients – see educator note below		
EVALUATION:			

Grade 2 Fruits and Vegetables Teaching Outline

READ FOR HFAI TH

	HEALIH
INTRODUCTION or actions from last week 2-3 minutes MATERIALS NEEDED: none	If first lesson in series, state name, what you do and who you represent. What the nutrition classes are aboutand what we will be doing during classes when you come. If not first in the lesson, use these reflection questions from previous lesson: • Last week we talked about (topic) • What did you do differently because of what you learned/or did in last week's lesson?
BOOK ACTIVITY 5-10 minutes	Before opening the book, ask these questions while showing the cover:
Materials needed: Why Do I Need to Eat Fruits & Veggies? by Johanna Pomeroy- Crockett	 What do you think this story is about? What is an author? (The person who writes the story). The author of this story is What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is
DISCUSSION	Discuss these questions at the close of story:
10 minutes Materials needed: None Vocabulary Energy, visitor	 What was this story about? Who did Emily introduce to her class? What does this person do? Why are farmers important? What does Grandfather Ben do with the fruits and vegetables he grows? What was the adventure part of the story? What happened to Mia? What made a difference on how Mia felt? To add time: encourage conversation and creativity, allow students to share their stories and connections.
PHYSICAL ACTIVITY	For 30 minute lesson:
5 -10 minutes Materials needed:	If using a Brain Booster, use On the Farm; the students can mimic Grandfather Ben from the story and the work he did to get us these foods. Use the vegetables and fruits in the food

2 min Brain Booster or Dancing Dice

tasting (pick the spinach; pull the beets; reach and stretch for the orange on the tree); or have a child pull a stick from the selected Fit Sticks category.

For 45-60 minute lesson:

Now we are going to get our bodies moving! We are going to play a game called Dancing Dice.

- Have children form a circle.
- Have a child roll the dice.
- Have the children practice the rolled activity for 30 seconds
- Give several or all children a turn to roll.

FOOD ACTIVITY

Tasting

10-15 minutes

Materials Needed:

Napkin, bowl or small plate & fork for each child.

Gloves

Hand sanitizer or soap and warm water.

5 Food Groups Farm Worksheet with stickers

"I tried it" stickers (optional)

- Today we are going to try a combination of some new foods that many of you may have not eaten before. It's called **Spinach-Orange Salad.**
- It has spinach, orange pieces and beets. I hope that you will be brave and have a new eating adventure with me.
 If you are willing to try this food, I can give you a sticker to wear that says, "I Tried It" so let's have our adventure.
- Before we have our food adventure, what do we need to do? (wash hands). Have students wash hands or distribute hand sanitizer while tasting is being prepared.
- While students wait to wash hands, have them work on the 5 Food Groups Farm with Stickers
- Distribute tasting. Be sure to seek their food reaction –
 try to refrain from asking if they like it or not and instead,
 explore the tastes and colors of the different foods and
 how they feel in their mouth. Talk about how the foods
 grow. Have they seen any of them at the farmer's
 market? Do they grow them in their garden at home?

<u>Note to educator:</u> Prepare all of the salad ingredients ahead of time in separate bags or containers. Mix the salad dressing in a jar and chill the day before. Show the students how easy it is to combine the fruit and veggies and toss with the dressing.

	Avoid using pickled beets, use plain canned beets. The vinegar in the pickled beets is too strong for young taste buds.
CLOSING 3 minutes	 Now I have something for you to take hometo your parents (newsletters)
Materials Needed:	
Parent Newsletter	 (optional) I would also like your parents tell us about
Parent Surveys	their newsletters (parent newsletter survey). Please let
Leave with	your parent know that we hope it is filled out so you can
Classroom Teacher: Writing Prompt and	bring it back next week.
worksheets if not used in class.	 Next time, we are going to learn about (lesson topic) and have more fun!
Teacher observation	Thank you for being such great listeners and doers!
form	 Afterwards, leave teacher observation form for completion and return next week.

Grade 2 Fruit and Vegetable Lesson

Recipe: SPINACH-ORANGE SALAD

Makes 24 tasting portions (~1/4 cup each)



For 30 minute class:

Pre-make dressing if using. Pre- cut beets, drain oranges, tear or cut spinach. Put together in front of kids, naming ingredients as added. Toss and serve.

Supplies:

24 small paper plates
1 fork for each child
Mixing bowl, serving utensils
Jar with lid



Ingredients:

6 cups (6 ounces) fresh spinach torn into pieces (about 1 bag) 3 medium oranges in sections or (2 small cans mandarin oranges) 1 1/2 cups plain beets, drained & cut into thin strips

Dressing (optional):

3 tablespoons canola oil
3 tablespoons apple cider vinegar
3/4 cup orange juice
Dash of ground ginger
Dash of pepper

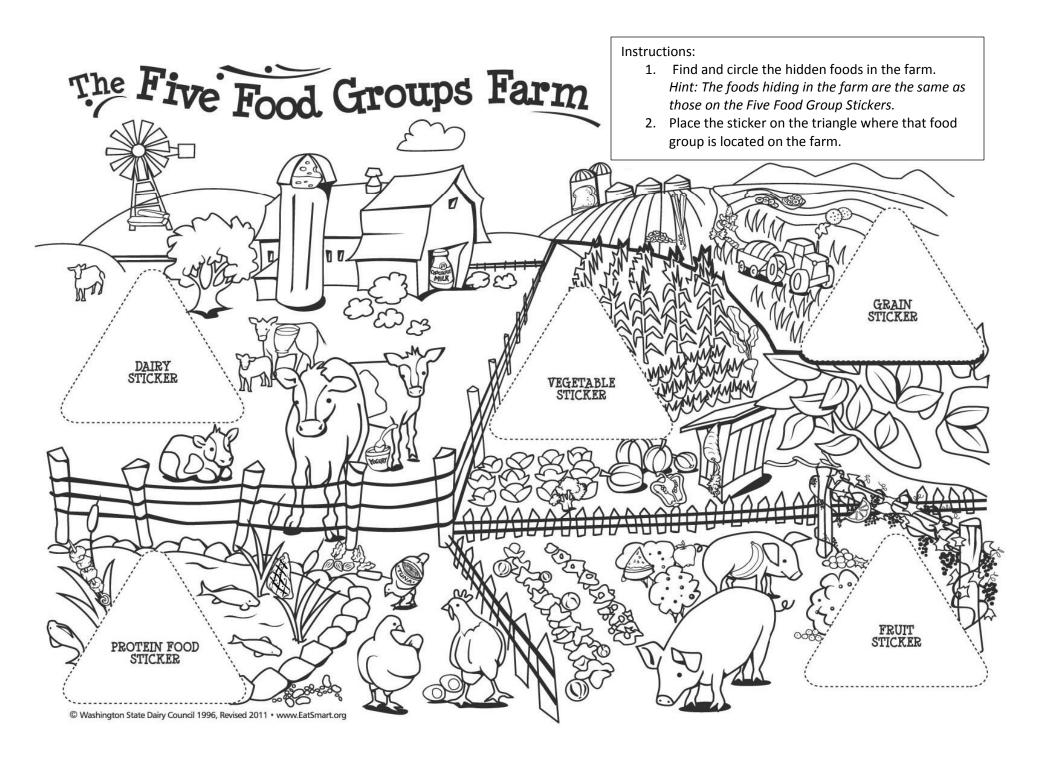
Directions:

- 1. Place spinach in bowl.
- 2. Add orange sections and beets.
- 3. Toss lightly to mix.
- 4. Mix oil, vinegar, orange juice, ginger and pepper well.
- 5. Pour over spinach mixture; toss until well distributed over other ingredients.

Date:	READ FOR
My Grocery List Letter	HEALTH
Dear	
	We learned how important it is to eat lots of fruits and veggies. We nealthy fruits and veggies at the grocery store. These are my e grocery list:
-	
I like these fruits and veggies becaus	e:

I can't wait to eat more fruits and veggies with you!

Healthfully yours,





Take Home Tidbits for Parents

Recommended Daily

Keep your children healthy by offering a variety of foods from each of the Five Food Groups. These foods provide over 40 nutrients young bodies need to grow. Strive to provide the recommended amounts from the food groups each day.

	Amounts for 7 year olds*	One cup or ounce equals:	
Dairy Group	3 cups	1 cup milk or yogurt, 1½ ounces cheese	
Protein Food Group	5 ounces	1 ounce meat, ¼ cup cooked beans,	
		1 egg, 1 Tbsp. peanut butter	
Vegetable Group	2 cups	1 cup cooked or raw vegetables, 2 cups green leafy vegetables	
Fruit Group	1½ cups	1 cup raw or cooked fruit, 1/2 cup dried fruit	
Grain Group	5 ounces	1 slice bread, ½ cup cooked rice, pasta or cooked cereal, 1 cup cold cereal	

^{*}The Recommended Daily Amounts are based on the averages for 7 year old boys and girls getting 30-60 minutes of physical activity each day. To find your child's personalized plan go to www.ChooseMyPlate.gov, Interactive Tools.

Healthy Snack Ideas

Growing children need snacks to ensure they get all the energy and nutrients they require to grow, learn and play. Making snacks nutritious and tasty is easy with a little planning. Keep on hand "nutrient rich foods" from each of the food groups and make them available for your children to serve themselves.

Dairy: cheese sticks or cubes, yogurt for dipping and smoothies, low fat puddings **Protein Foods:** unsalted nuts, bean dip or hummus to dip or spread, peanut butter, pre-sliced lunch meats

Vegetables: raw veggies like baby carrots, celery sticks, jicama or pepper slices **Fruits:** apple or orange slices, banana wedges, dried fruit, frozen berries **Grains:** popcorn, dry cereal, crackers, pita bread. English muffins



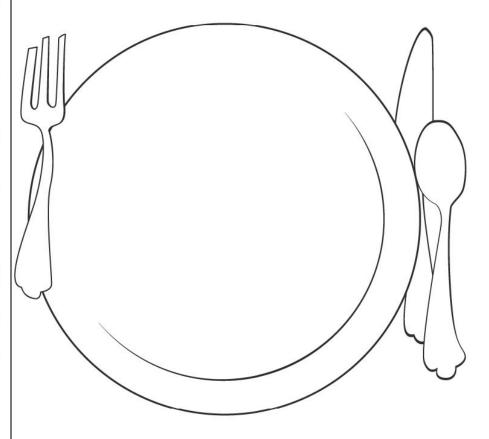
Go to ChooseMyPlate.gov to find a personalized eating plan

Visit the Washington State Dairy Council website www.EatSmart.org to order the FIVE FOOD GROUP STICKERS and other nutrition materials.

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Savory Smart Snacks with Taste!

On the plate below draw your favorite snack. Make sure it includes foods from at least three food groups.



My favorite snack is:

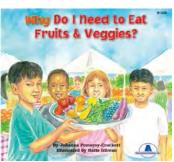
My snack includes the following food groups:



READ FOR

Eat Your Fruits and Veggies!

We read, "Why Do I Need to Eat Fruits and Veggies" by Johanna Pomeroy-Crockett. Students in this story work hard to convince their classmate, Mia, to eat more fruits and



vegetables. Students persuade her by explaining the many reasons why fruits and vegetables are good for us and they encourage Mia to try one at the Farmers' Market. We then practiced how we would convince our friends and family to try healthy foods.

Did You Know . . .

- There are over 100 farmer's markets in Washington.
- Many farmers' markets now accept vouchers and EBT cards to purchase fresh produce.
- Visit this website to find a market near you. http://www.wafarmersmarkets.com/index.html
- There are over 20 different kinds of apples grown in Washington. The look, shape, flavor and texture vary with each type. Trying different varieties of the same fruit or vegetable can help you and your children discover your favorites!
- Washington schools are now offering more locally grown fruits and vegetables as part of their school menu. You can visit the USDA website for more information. http://www.fns.usda.gov/programs-and-services

What is So Great about Fruits and **Vegetables?**

- Fresh fruits and vegetables have lots of vitamins, minerals and fiber . . . things your child needs to grow and be healthy!
- Eating lots of different colored fruits and vegetables is a great way to provide your child with a variety of vitamins and minerals.
- The fruits and vegetables at farmers' markets are typically picked that day. That is why they taste so good.

Take Action!

Try these activities with your child. See how many you can check off this week!



- ☐ Visit a local farmers' market this week. Encourage your children (and yourself) to choose one new fruit or vegetable to try.
- □ Involve your children in washing and preparing their fruit and vegetable choices. Children involved in kitchen activities often are willing to try new foods.
- ☐ Your children learn from watching you. Eat fruits and veggies and your kids will too!
- ☐ Find a book on farmers' markets at your local library to read with your children.

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Read for Health - Grade 2

Parent Newsletter

Fruits and Veggies/ Farmers' Markets





SPINACH-ORANGE SALAD

Makes 4 servings, about 1 cup each

Ingredients:

- 4 cups spinach torn into pieces (about 1 bag)
- 2 medium oranges in sections or (1 small can mandarin oranges)
- 1 cup plain beets, drained & cut into thin strips

Dressing (optional):

2 tablespoons canola oil

2 tablespoons apple cider vinegar

1/4 cup orange juice

Dash of ground ginger

Dash of pepper

Directions:

- 1. Place spinach in bowl.
- 2. Add orange sections and beets.
- 3. Toss lightly to mix.
- 4. Mix oil, vinegar, orange juice, ginger and pepper well.
- 5. Pour over spinach mixture.





ENSALADA DE ESPINACA Y NARANJA

4 porciones de una taza

Ingredientes:

- 4 tazas de espinacas en pedazos (una bolsa)
- 2 naranjas medianas en secciones (o 1 lata chica de mandarinas)
- 1 taza betabeles enlatados, escurridos y cortados en tiritas

Aderezo (opcional)

2 cucharadas de aceite canola

2 cucharadas de vinagre de manzana

1/4 taza jugo de naranja

1/4 cucharadita jengibre en polvo

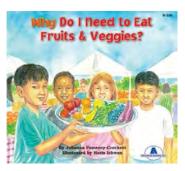
Pizca de pimienta

Direcciones:

- Coloque la espinaca en un tazón.
- 2. Agregue naranja y betabeles.
- 3. Revuelva ligeramente.
- 4. Mezcle bien aceite, vinagre, jugo de naranja, jengibre y pimienta.
- 5. Viértalo sobre la mezcla de espinaca.

Nutrition Facts Serving Size (155g) Servings Per Container 4 Calories 110 Calories from Fat 70 Total Fat 7g Saturated Fat 0.5g Trans Fat 0g Cholesterol 0mg 0% Sodium 105mg 4% 4% Total Carbohydrate 13g Dietary Fiber 3g 12% Sugars 10g Protein 2a Vitamin A 60% • Vitamin C 50% Calcium 6% Iron 8% *Percent Daily Values are based on a 2.000 calorie dief. Your daily values may be higher or lower depending on your calorie needs: Calories: 2,000 2.500 Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4





¡Comasusfrutas y vegetales!

Leímos "¿Por qué tengo que comer mis frutas y vegetales?" Un libro escrito por Johanna Pomeroy-Crockett. En el cuento, unos estudiantes

tratan de hablar con su compañera, Mia, para que coma más frutas y vegetales. Los estudiantes convencen a Mia al explicarle porqué las frutas y los vegetales son saludables y logran a que vaya a un mercado. Después practicamos cómo convencer nuestros amigos y familia a que prueben comida saludable.

¿Sabe usted que...?

- Hay más que 100 mercados de los agricultores en Washington.
- Muchos de los mercados de los agricultores aceptan vales y tarjetas EBT para comprar productos frescos.
- Visite nuestra página web para encontrar un mercado cerca de usted: http://www.wafarmersmarkets.com/index.html
- Hay 20 variedades de manzanas cultivadas en Washington. La apariencia, la forma, los sabores y las texturas varían con cada tipo. ¡Para descubrir sus favoritas, prueben variedades diferentes de la misma fruta o verdura con sus hijos!
- Las escuelas de Washington ahora incluyen más frutas y vegetales cultivados localmente en la alimentación escolar. Visite el sitio web de "La Granja a la Escuela" ("Farm to School") para obtener más información:

http://www.fns.usda.gov/programs-and-services

¿Qué es tan importante sobre las Frutas y los Vegetales?

- ¡Las frutas y verduras frescas tienen muchas vitaminas, minerales y fibra... cosas que su niño necesita para crecer y estar saludable!
- Comer muchas frutas y verduras de colores diferentes es una buena manera de darle a su hijo una variedad de vitaminas y minerales.
- Las frutas y verduras en los mercados de los agricultores típicamente son cosechadas el mismo día. Por eso, saben riquísimas.

¡Actúe!

Pruebe estas actividades con su hijo. ¡Vea cuántos puede hacer esta semana!



- □ Visite un mercado de los agricultores locales esta semana. Anime a sus hijos (y a sí mismo) a que elijan una nueva fruta o verdura.
- ☐ Implíquenles a sus hijos que laven y preparen sus frutas y vegetales. Los niños que participan en las actividades de la cocina a menudo están más dispuestos a probar nuevos alimentos.
- Sus hijos aprenden a través de la observación. ¡Si usted come las frutas y verduras, sus hijos también las comerán!
- Busque un libro sobre los mercados de los agricultores en su biblioteca para leer con su hijo.

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Read for Health – Grade 2 Parent Newsletter Fruits and Vegetables





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Dash of pepper

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Grade 2 -Read for Health Keep Your Body Moving



PREPARATION OUTLINE

PREPARATION OUTLINE	
ESTIMATED TIME	 Students will: Learn the importance of being physically active. Learn the importance of drinking plenty of water every day. Discuss ways to be physically active. Practice being physically active. Understand why the body needs to rest each day to get ready for a new day. Understand what parts of the body get stronger and healthier with different activities. 30-60 minutes
	 Introduction (3 minutes) Book (10 minutes) Physical Activity (10 minutes) Tasting: 4 oz. water (5 minutes) Closing discussion (2 minutes) 45-60 minutes Introduction Book Physical Activity (see Appendix B) Food Tasting: Oliver's milkshake (10 minutes)
	Closing Discussion
ACADEMIC ALIGNMENTS HEALTH AND FITNESS COMMON CORE LANGUAGE	H1.N1.2a; H1.N1.2c; H1.N4.2; SL2.1a,b,c; SL2.; Sl2.3; SL 2.4; RL2.1; RL2.6; RL2.7; RL 2.8
SUPPLIES	 Student name tags Book: The Busy Body Book by Lizzy Rockwell Parent Newsletters – English & Spanish Physical Activity writing prompt- these can be left with classroom teacher for supplemental activities that reinforce the lesson after the SNAP Ed lesson Music and music player (may use any children's music that is appropriate) MyPlate poster for classroom
HANDOUTS	Let's Play word searchKeep Your Body Moving Writing Prompt
PREPARATION BEFORE CLASS:	Make copies of newsletter, word search and writing prompt

	 Shop for food tasting items; equipment (see recipe)
EVALUATION:	Discuss ways to be physically active.Help students to think about a new activity they could
	try.

Grade 2 Keep Your Body Moving Teaching Outline



INTRODUCTION or actions from last week

3-5 minutes

If first lesson in series, state name, what you do and who you represent. What the nutrition classes are about....and what we will be doing during classes when you come.

Materials needed: none

If this lesson in not the first lesson in the series, use these reflection questions from previous lesson:

- Last week we talked about (topic)
- What did you do differently because of what you learned/or did in last week's lesson?

BOOK ACTIVITY 5-10 minutes

Materials needed: Book: *The Busy Body Book* by Lizzy Rockwell Before opening the book, ask these questions while showing the cover:

- What do you think this story is about?
- The title of the story is "The Busy Body Book". What do you think "busy body" means?
- What is an author? (The person who writes the story).
 The author of this story is______

What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is not named.

Read the story with expression, showing the illustrations that support the text on each page.

Educator's note: The pages titled Muscles, The Brains and Nerves, The Lungs, The Heart and Blood Vessels and The Stomach and Intestines may be too complicated for the class. Just highlight a couple of the facts on each of these pages and use the picture to illustrate what you are explaining.

DISCUSSION 10 minutes

Materials needed: **None**

Vocabulary: Bronchi, inhale, exhale, absorb Discuss these questions at the close of story:

- What was this story about?
- What does "be a busy body" mean to you?
- What do you need to do to be a "busy body?"
- What did the book tell us about what parts of our body help us to move? How do they help us move?
- Why do you think your body needs rest at the end of the day?

Think, pair, share:

PHYSICAL ACTIVITY 10-20 minutes

Materials needed: Mind in Motion Fit Sticks (Brain Boosters) or Dancing Dice

Music and Music Player - optional

- What is your favorite way "to be a busy body?"
- Now we are going to get our bodies moving! We are going to play a game that is like musical chairs.
- Have students stand up and push their chairs into the desk or table.
- If you are using Mind in Motion Fit Sticks, have an exercise already chosen the fits the theme of the book or have a student pick a stick from the appropriate section. Follow the directions on the stick.
- If you are using the Dancing Dice, have a student roll the dice on a table or the floor to pick the exercise activity.
- With either option you can play music to set the time for the activity or you can determine the time for the exercise.

<u>If you need to fill more time</u>: plan two 2 exercise times during the lesson or choose another stick of roll the dice twice. Leave time for closing remarks!

FOOD ACTIVITY Tasting

5 - 10 minutes

Materials Needed 3 oz. paper cups Napkins 2 trays

For 30 minute class: Have classroom teacher distribute hand sanitizer and talk about the importance of having clean hands before, during and after handling food. Meanwhile, educator pours water into 3 oz. paper cups and distributes to students While pouring and distributing water, stimulate discussion by asking...

- Why do you think we are tasting water today? (Just finished physical activity and might feel thirsty.)
- When we are physically active, we need more water because our muscles are working and they need to be cooled down. (NOTE: can make analogy to car engine gets hot, so we need to keep water in radiator to keep it cooler).
- When is the best time to drink water? ANYTIME!
- Water is the best choice especially when we are active and when we feel thirsty!

For 45-60 minute class:

Oliver's Smoothie (see food tasting section below)

NOTE: This recipe serves 20-25 students. Depending on your class size, you may need to increase or decrease the ingredients. Serving size is about ¼ cup of smoothie. Before

Let's Play word search will engage children while

others wash hands, serving students, pour all the cups to be sure the portions are prepare tasting. equal. Ask the teacher to fill the snack cups and hand them out to the students. While students are tasting their beverage, engage them in a discussion of the importance of water (above) Ask them to describe their adventure tasting and how it tasted to them. • Be sure to let them know that the recipe is in the newsletter they will take home to their parents. CLOSING What fun we've had today in nutrition class! We read a story and shared our thoughts about..... 3 minutes We did a nutrition activity and Materials needed: Talk about new food or recipe if offered; or Completed our "handout activity that helped us.... **Nutrition Education** Reinforcement We gave our body some exercise to keep...our heart Incentive (NERI) healthy, or muscles/bones strong, etc. (Optional) And..... Parent Newsletter Now I have something for you to take home.... For your parents (newsletter) Recipe for snack served in class

Leave with
Classroom Teacher:
Writing Prompt
Let's Play word
search if not used in

class.

Next time, we are going to learn about (lesson topic) and have more fun!

To remind you to move your bodies everyday

Thank you for being such great listeners and doers!

Grade 2: Keep your Body Moving!



Recipe: Oliver's Smoothie (45-60 minute lessons only)

Equipment:

• Blender, spoon and/or spatula

Food Supplies:

- 2 cups frozen berries
- 1 cup crushed pineapple, drained
- 2 cups low fat vanilla yogurt
- 1 ½ cups non-fat milk
- Small cups for tasting smoothie paper bathroom dispenser cups
- Napkins (one for each student)

Directions:

- 1. Put yogurt in blender.
- 2. Add fruit and milk.
- 3. Blend until smooth.

List three activities that keep your body busy?	







What parts of your body get stronger and healthier when you do these activities?		

Please explain why it is important to keep your body busy?	



Let's Play! Word Search



 $\mathbf{H} \mathbf{A} \mathbf{U}$ S S L Ε Т Ρ D \mathbf{E} Ν Ι Т Ζ S S Z S E R Α D J 0 Α R F D 0 Ν I В Α 0 Χ Ε U В 0 0 F G Y Т Ε S Ι R I Т J U Μ Ρ I Ι CK Ν G 0 G Т Ν 0 G E Ε B Ι K Ι Ν S Т ıΤ W \mathbf{E} Η \mathbf{E} F Ι G Q Ε Y V G S L Α K Т 0 G Η Ε U K Τ Α Т C Ι Ν Y Ν 0 J Ρ Ν Ρ Ν Ν S G \mathbf{E} D Т F Ι Т Ε U Ι W D 0 Ν R Ι Ε Z Α Ν Ρ F Т F R Α G J Ι G Q ΚA Α R \mathbf{E} E Т Ε В 0 D Ι Ν G Y Ν G Р Ι Ρ Α J F Η Τ Y Ε C C C Ι G G W Ι S S Т Ν J \mathbf{B} U Y В 0 D Y Μ Ι R Ε F K K Τ G ΑO В 0 S Ι M Α Y R Ρ S L L Ε R В L Α D Ι Ν G D \mathbf{E} Η Α J \mathbf{E} Ι Z Q W Т Ι Q D C R M S S L K \mathbf{M} U C \mathbf{L} \mathbf{E} U R Ρ F F Ι L S Q L E Ι \mathbf{E} G G R A 0

BIKING BREATHING BUSY BODY DANCING FITNESS HEART JUMPING LUNGS MUSCLES ROLLERBLADING RUNNING SKATEBOARDING

STRETCHING SWIMMING WALKING WATER











Let's Play! Word Search



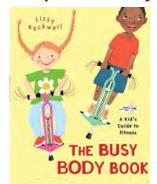
Answer Key

SHAULE Τ РD Ε S S Ν SSERZA D S JO D Α Ζ SNF O R H B A A O X E U B O I O F G Y S RIT**J**UMP I/NG I C DΚ RGNF T, 0 GE E B Ν G O Y O S Q W Т Ę/HÆ Ι EAG E/ T Y G V/G/ L Α K⁄ G H Æ U G K S 0 \mathbf{W} Y/N/Q J Ρ C Α N Ν TNN Ε Ρ $\mathcal{O}(\mathbf{D})$ Т S W Ą G D Ε Ι N T F/R R N (L) P J X G/Z A A` S E(B A/R Ŋ ΚA Ó N GE I P A Т \mathbf{E} G G W J Ĕ H∕ C Ι X N S J B U S ХВ Ο D M Т \mathbf{E} IGOAOBOSI K K M ΑΥ Ν O P R ROLLERBLA G S D I/N E W H A JΕ W/T Q D C ΖØ Ι I F R M SLRPFK**M**US SF C L \mathbf{E} ROFRAIEOSQLEGGXE



PREAD FOR HEALTH

Keep Your Body Moving



Your child learned the importance of being physically active as we read the book, "The Busy Body Book" which explains how your bones and muscles, heart and lungs, nerves and brain all work together to keep you on the go.

Did You Know . . .

- Physical activity can take place anywhere. Any activity that gets your body moving and heart beating faster is physical activity.
- Children need at least 60 minutes of physical activity per day. This activity can be nonstop or in segments of at least 10 to 15 minutes.
- Active children have a better focus and attention span. Activity also improves behavior.
- Many schools do not give children time for recess. Get involved in your child's school wellness team and help make a change!



 The President and First Lady value physical activity for your child. Check out the following websites to learn more about what they are doing to encourage physical activity.

www.letsmove.gov and www.presidentschallenge.org.

Tips on Getting Your Family Moving!

- Turn on your favorite music and have a dance party.
- Run through the hose or a sprinkler.
- Take a walk to a nearby park or playground.
- Play a game of tag.
- Visit the local community center for activities and team games.
- Walk around a farmers' market.
- Invite neighbors and friends to join you for a team game.

Take Action!

Create your own "Family Fitness Challenge". Set specific physical activity goals that you and your child can strive to achieve together. Keep a log of your progress. Here are some ideas:

- ☐ Walk for 20 minutes; 3, 5, or 7 times a week.
- ☐ Agree to use the stairs and not the elevator.
- ☐ Choose a tip from the list above.



Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Read for Health – Grade 2 Parent Newsletter Keep Your Body Moving





OLIVER'S SMOOTHIE

6 servings – 1 cup each

Ingredients:

2 cup frozen mixed berries1 cup crushed pineapple, drained

2 cups low fat vanilla yogurt

1 ½ cups non-fat milk

Directions:

- 1. Put yogurt into blender
- 2. Add fruit and milk
- 3. Blend until smooth

Amount Per Se	rving		
Calories 14	0 Cal	ories fron	n Fat 1
		% Da	aily Valu
Total Fat 1.	5g		2
Saturated	Fat 1g		5
Trans Fat	0g		
Cholesterol	5mg		2
Sodium 75r	ng		3
Total Carbo	hydrate	27g	9
Dietary Fi	ber 1g		4
Sugars 23	Bg S		
Protein 5g			
Vitamin A 10)% •	Vitamin (2 15%
Calcium 25%	6 •	Iron 2%	
*Percent Daily V diet. Your daily v depending on yo	alues may b	e higher or	000 calo lower 2,500
Total Fat	Less than	65g	80g
Saturated Fat Cholesterol	Less than Less than	20g 300mg	25g 300mg
Sodium	Less than	2,400mg	2.400r
Total Carbohydra	ate	300g	375q



LICUADO DE OLIVER

6 porciones de 1 taza

Ingredientes:

2 tazas de frutillas (berries) congeladas
1 taza de piña triturada, escurrida
2 tazas de yogurt de vainilla bajo en grasa
1½ tazas de leche sin grasa

Direcciones:

- 1. Ponga el yogurt en la licuadora
- 2. Agregue la fruta y la leche
- 3. Licue bien y sirva



































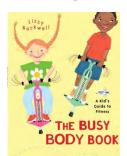






PREAD FOR HEALTH

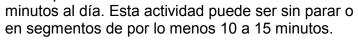
Mantenga su Cuerpo en Movimiento



Su niño aprendió la importancia de estar físicamente activo cuando leímos el libro, "El Libro del cuerpo ocupado" ("The Busy Body Book") el cual explica cómo los huesos y los músculos, corazón y pulmones, nervios y cerebro trabajan juntos para mantenerlo bien.

¿Sabe usted que...?

- Se puede hacer las actividades físicas en cualquier lugar.
 Cualquier actividad que requiere movimiento del cuerpo y hace que el corazón later más rápido es una ctividad física.
- Los niños necesitan articipar en actividades físicas por lo menos 60



- Los niños activos tienen mejor capacidad de enfocarse y prestar atención. La actividad física también puede mejorar el comportamiento.
- Muchas escuelas no les dan tiempo a los niños para el recreo. ¡Involúcrese en el equipo de ienestar de su hijo y ayude a hacer un cambio!
- ¡El Presidente y la Primera Dama valoran la actividad física para los niños, y usted debería también! Visite a las siguientes páginas web para aprender más acerca de lo que están haciendo para fomentar la actividad ísica:

http://tinyurl.com/moverse
www.presidentschallenge.org (en inglés)



¡Consejos para ayudarle a su familia a mantenerse físicamente activa!

En vez de mirar la televisión o jugar videojuegos, planee hacer algo divertido y activo con la familia. ¡Deje que sus hijos lo vean mover!

- ¡Toque su música favorita y póngase a bailar!
- Corra por el agua de la manguera de agua o un aspersor.
- Haga un paseo al parque cercano o patio de recreo.
- Juegue un juego de la mancha.
- Visite el centro de la comunidad para las actividades y juegos de equipo.
- Camine por un mercado de los agricultores.
- Invite a los vecinos y amigos a participar de un juego de equipo.

¡Actúe!

Cree su propia competencia física para su familia. Establezca objetivos específicos de la actividad que usted y su familia van a intentar juntos. Mantenga un registro de su progreso. Aguí hay algunas ideas:

- ☐ Camine por 20 minutos, 3, 5, o 7 veces a la semana.
- ☐ Use las escaleras y no tome el ascensor.
- ☐ Seleccione un consejo de la lista anterior.



Crezca Niños Felices, www.growhappykids.org es un WSU sitio de la red de *Food \$ense*, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Read for Health – Grade 2 Parent Newsletter Keep Your Body Moving





OLIVER'S SMOOTHIE

6 servings – 1 cup each

Ingredients:

2 cup frozen mixed berries1 cup crushed pineapple, drained

2 cups low fat vanilla yogurt

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Directions:

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Trans Fat	0g		
Cholesterol	5mg		2
Sodium 75r	ng		3
Total Carbo	hydrate	27g	9
Dietary Fi	ber 1g		4
Sugars 23	Bg S		
Protein 5g			
Vitamin A 10)% •	Vitamin (2 15%
Calcium 25%	6 •	Iron 2%	
*Percent Daily V diet. Your daily v depending on yo	alues may b	e higher or	000 calo lower 2,500
Total Fat	Less than	65g	80g
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Direcciones:

- 1. Ponga el yogurt en la licuadora
- 2. Agregue la fruta y la leche
- 3. Licue bien y sirva







































Grade 2 - Read for Health Picky Eaters



PREPARATION OUTLINE

PREPARATION OUTLINE	
LEARNING OBJECTIVES	 Students will: Describe the importance of trying different foods. Identify new fruits and vegetables. Understand the importance of being physically active.
ESTIMATED TIME	30-60 minutes
ESTIMATED TIME	30 minutes Introduction (2 mins) Book (15mins with discussion) Physical Activity (5 mins) Food tasting (5 mins) Closing discussion (during food tasting -3 minutes)
	45-60 minutes
	 Introduction
	Book
	Physical Activity
	Food Tasting
	Closing Discussion
ACADEMIC ALIGNMENTS	
HEALTH & FITNESS	H2.N6.2; H5.N6
COMMON CORE LANGUAGE ARTS	RL1-5,7; RI1,6,8; SL1-4,6
SUPPLIES	 Student name tags The Seven Silly Eaters by Marla Frazee Newsletters I Tried It Stickers – Appendix A Dancing Dice (Appendix B) Equipment for Tasting (see recipe below)
HANDOUTS	 Snack Attack worksheet (optional to give to teacher) Writing Prompt B: Think about a picky eater you know. Tell us how you would try and get this picky eater to taste a new food!
PREPARATION	 Before class- Make copies of newsletter and writing prompt Shop for food tasting items; prep recipe if 30 min class
EVALUATION:	

Grade 2 Picky Eaters Teaching Outline



INTRODUCTION or		
actions from last		
week		

If first lesson in series, state name, what you do and who you represent. What the nutrition classes are about....and what we will be doing during classes when you come.

2 minutes

Materials needed:

If not first in the lesson, use these reflection questions from previous lesson:

- Last week we talked about (topic)
- What did you do differently because of what you learned/or did in last week's lesson?

BOOK ACTIVITY 5-10 minutes

Before opening the book, ask these questions while showing the cover:

Materials needed: I Will Never NOT Ever Eat a Tomato! by Lauren Child

• What do you think this story is about?

What is an author? (The person who writes the story).
 The author of this story is

What is an illustrator? (The person who draws or paints the pictures in the story). The illustrator of this story is

DISCUSSION 10 minutes

Discuss these questions at the close of story:

Materials needed: None

- None
- Vocabulary: Patiently, murmur, opinions, bellowed, strain, peck, poached eggs, persnickety, appetite, depressed
- What was this story about?
- In the book each of Mrs. Peter's children did not like a certain food. What were some of these foods? And why did they not like them? (reference back to the book and talk about their senses).
- What happened when the children got up early to make their mom breakfast for her birthday?
- How did the book end?
- Why do you not like to try new foods? What makes you not like them?
- When was a time when you thought you wouldn't like a food, but when you tried it then you loved it?
- As we get older our taste buds change. So even though we don't like certain foods today, it's good to try them more than once because our bodies grow and change.
 Our taste buds might just like the food later. (Educator note: give an example of a food you didn't like and now

love; or give an example of a food they might not like and now do).
To add time: encourage conversation and creativity, allow students to share their stories and connections
For 30 minute class: Take 2-3 minutes to move in place. Examples: fit sticks/brain boosters, On the Farm or Go Bananas all take 2 minutes. (see Appendix B),
 For 45-60 minute class. Now we are going to get our bodies moving! We are going to play a game called Dancing Dice. Have children form a circle. Have a child roll the dice. Have the children practice the rolled activity for 30 seconds Give several or all children a turn to roll.
 Can you smell what I have cooking today? What does it smell like? Today we are going to taste a hamburger vegetable soup. It has several different vegetables for you to try. After you get your cup of soup, let's see if you can name the vegetables as we eat them. NOTES: Instruct the person (adult) who is dishing up the soup to be sure each cup gets a sample of each food in the soup). If you prefer not to use meat in this recipe, just eliminate it and serve it as a vegetable soup. Prepare the soup ahead of time and reheat it in the class in a soup pot or electric skillet. A slow cooker will be too slow. Have students wash or use hand sanitizer while taste is being prepared
If the students were willing to try the soup and eat some new vegetables, praise them for being brave. Encourage them to take the recipe home and help a parent make it. If a student tried the soup, give them an "I Tried It" sticker. Now I have something for you to take home - To your parents (newsletters) Next time, we are going to learn about (lesson topic) and have more fun! Thank you for being such great listeners and doers!

Grade 2 Picky Eaters

Recipe: Vegetable Soup

Makes 8 full portions; and 20-25 tasting portions



Equipment

2 quart Sauce pan or skillet Cooking utensils (spoon, small ladle) Sharp knife Cutting board

Ingredients

1 tablespoon vegetable oil

1 medium onion, chopped (about 1 cup)

1 cup chopped broccoli (defrosted if frozen)

1 cup chopped spinach (defrosted if frozen)

1 cup chopped carrots

1 – 28 oz. can crushed tomatoes

6 cups vegetable broth (canned, low sodium)

2 cans canned dried beans, drained and rinsed)*

1 cup macaroni (small, uncooked)

Salt, pepper, dried herbs (optional)

*optional ingredients

Directions

- Add oil to pan over medium-high heat.
- Add onion and cook for about five minutes.
- Add vegetable broth and vegetables including beans; bring to a boil; turn down to simmer. Cook until carrots are tender crisp.
- Add crushed tomatoes and macaroni; stir and cook until macaroni is tender.

^{*}Beans are vegetables but high in protein. The parent newsletter recipe considers ground meat in the recipe for flavor. It is not recommended to bring raw ground meat into the classroom.

Think about a picky eater you know. Tell us how you would try and get this picky eater to taste a new food!



Snack Attack!



A snack is good for you. Circle the healthy snacks that are low in sugar and fat.

1. Juice	2. Pie	3. Grapes
4. Banana	5. Candy	6. Pretzel
7. Cereal	8. Cookie	9. Carrot
10. Soda	11. Potato Chips	12. Cracker
13. Apple	14. Popcorn	15. Cake

14. Popcorn

Answers: (Circle) good choices: 1. Juice, 3. Grapes, 4. Banana, 6. Pretzel, 7. Cereal, 9. Carrot, 12. Cracker, 13. Apple,

¡Atacar los bocadillos



Un bocadillo es bueno para ti. Círculo de los refrigerios saludables bajos en grasa y azúcar.

		,
1. Jugo	2. Pastel de fruta	3. Uvas
1. Jugo	2. Paster de Iruta	
4. Plátano	5. Dulces	6. Rosquillas saladas
7. Cereal	8. Galletas	9. Zanahoria
COLA	FHIPS	
10. Soda	11. Papitas	12. Galletas saladas
	PopCorn	
13. Manzana	14. Palomitas	15. Pastel

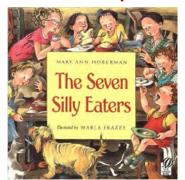
saladas, 13. Manzana, 14. Palomitas

Answers: (Circle) good choices: 1. Jugo, 3. Uvas, 4. Plátano, 6. Rosquillas saladas, 7. Cereal, 9. Zanahoria, 12. Galletas



READ FOR HEALTH

Don't Give Up on Picky Eaters!



Your child learned how important it is to try new foods when we read the story of The Seven Silly Eaters. We then tried lots of fruits and vegetables.

Did You Know . . .

- Children are more likely to eat a new food if they see their parent or other family members enjoying that food. Avoid using the word "yuck". Be a good role model!
- Children know how much their body needs.
 Give your children several healthy options.
 Allow them to choose what and how much to eat.
- The more often children are exposed to new foods, the more likely they are to try them. It may take up to 12 times for a child to try a food and start to like it.
- Children are more willing to try new foods if they are involved in its preparation.



 Having family meals together will encourage your child to eat a variety of foods.

Tips on Helping Your Child Try New Foods!

- Be patient and offer the same food many times.
- Provide small "tasting" portions.
- Offer only one new food at a time.
- Offer new foods at the start of the meal, when your child is most hungry.
- Add new fruits and vegetables into a food your child already likes.
- Stay positive. Reward your child with hugs and kisses rather than sweets.
- Eat with your child and enjoy new foods together.

Take Action!

You can try new foods with your child anywhere. How many of the following suggestions can you check off this week?

- Allow your child to pick one new fruit or vegetable from a local farmers' market or grocery store. Visit the following website to find the closest market near you: http://www.wafarmersmarkets.com/index.html
- ☐ When eating at a restaurant, select the fruit or vegetable side option.
- ☐ Have your children help in the kitchen. Let them wash the fruits and vegetables.
- ☐ Set the rules? Ask your child to try at least one bit of every food served at mealtime.

Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Read for Health – Grade 2 Parent Newsletter Picky Eaters



Hamburger-Vegetable Soup

Ingredients

- 1 lb. lean ground beef; or 2 cans dried beans, drained
- 1 medium onion, chopped (about 1 cup)
- 1 cup chopped broccoli (defrosted if frozen)
- 1 cup chopped spinach (defrosted if frozen)
- 1 cup chopped carrots
- 1 28 oz. can crushed tomatoes
- 6 cups vegetable broth (canned, low sodium)
- 1 cup macaroni (small, uncooked)
- Salt, pepper, dried herbs (optional)



Directions

In a large saucepan, brown meat, drain excess fat.

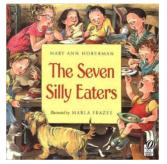
Add onion and cook for about five minutes. In a large soup pan, add meat mixture, vegetable broth and vegetables; cook until carrots are tender crisp. Add crushed tomatoes and macaroni; stir and cook until macaroni is tender.

Makes approximately 8 servings

Nutrition Serving Size (443g)	i acts
Serving Size (445g) Servings Per Container	8
Amount Per Serving	
Calories 240 Calori	es from Fat 9
	% Daily Value
Total Fat 10g	15%
Saturated Fat 3.5g	189
Trans Fat 0g	
Cholesterol 35mg	129
Sodium 580mg	249
Total Carbohydrate 20	g 79
Dietary Fiber 5g	209
Sugars 9g	
Protein 15g	
	tamin C 25%
	n 20%
*Percent Daily Values are base diet. Your daily values may be h	
depending on your calorie need	
	2,000 2,500 55a 60a
	55g 80g 10g 25g
Cholesterol Less than 3	800mg 300mg
Sodium Less than 2	,400mg 2,400m
Total Carbohydrate 3	100g 375g 15a 30a



PREAD FOR HEALTH



¡No se den por vencidos con los niños quisquillosos con la comida!

Su hijo aprendió la importancia de probar alimentos nuevos cuando

leímos el cuento de "The Seven Silly Eaters". ¡Después probamos muchas frutas y verduras!

¿Sabe usted que...?

- Los niños están más propensos a comer un alimento nuevo si ven a sus padres o a otros miembros de la familia comiéndolo. Evite el uso de la palabra "yuck." Usted debe ser un buen modelo para sequir.
- Los niños saben lo que sus cuerpos necesitan.
 Deles a sus niños algunas opciones
 - saludables. Deje que elijan por si mismo lo que quiere comer y la porción.
- Lo más que ven la comida nueva, lo más probable que los niños les vaya a gustar. Tal vez tomará hasta 12 veces para que un niño pruebe una comida nueva.
- Los niños están más dispuestos a probar alimentos nuevos si están participando en la preparación de la comida.
- Cenar juntos como familia va a animarle a su hijo a comer una variedad de comida.

¡Consejos para ayudar a que su hijo pruebe alimentos nuevos!

- Sea paciente y ofrézcale la misma comida varias veces.
- Dé porciones pequeñas para probar.
- Ofrezca solo una comida a la vez.
- Ofrezca alimentos nuevos al principio de la cena, cuando su hijo tenga más hambre.
- Ponga nuevas frutas y verduras en los alimentos que a su hijo ya le gustan.
- Mantenga una actitud positiva. Recompense a su hijo con abrazos y besos en lugar de dulces.
- Coma con su hijo y disfrute de los alimentos nuevos juntos.

¡Actúe!

Usted puede probar alimentos nuevos con su hijo en cualquier lugar. ¿Cuántas de las siguientes sugerencias puede completar esta semana?

- □ Deje que su hijo escoja una fruta o verdura de un mercado local o un supermercado.
 Visite las siguientes páginas web para encontrar el mercado más cercano: http://www.wafarmersmarkets.com/index.html
- ☐ Cuando coma en un restaurante, elija la fruta o la verdura para el plato que acompañe el principal.
- □ Deje que sus hijos le ayuden en la cocina.
 Déjeles que laven las frutas y verduras.
- ☐ ¡Establezcan las reglas! Pídele a su hijo que prueben aunque sea una mordida FSNE de cada comida de la cena.

Crezca Niños Felices, www.growhappykids.org es un WSU sitio de la red de Food \$ense, dedicado a conectar niños con alimentos naturales y nutritivos, proveyendo sabrosas recetas de bajo costo que cualquier persona puede preparar y creando una unión para otras familias y recursos para la comunidad.

Read for Health – Grade 2 Parent Newsletter Picky Eaters



Hamburger-Vegetable Soup

Ingredients

- 1 lb. lean ground beef; or 2 cans dried beans, drained
- 1 medium onion, chopped (about 1 cup)
- 1 cup chopped broccoli (defrosted if frozen)
- 1 cup chopped spinach (defrosted if frozen)
- 1 cup chopped carrots
- 1 28 oz. can crushed tomatoes
- 6 cups vegetable broth (canned, low sodium)
- 1 cup macaroni (small, uncooked)
- Salt, pepper, dried herbs (optional)



Directions

In a large saucepan, brown meat, drain excess fat.

Add onion and cook for about five minutes. In a large soup pan, add meat mixture, vegetable broth and vegetables; cook until carrots are tender crisp. Add crushed tomatoes and macaroni; stir and cook until macaroni is tender.

Makes approximately 8 servings

Nutrition Serving Size (443g)	i acts
Serving Size (445g) Servings Per Container	8
Amount Per Serving	
Calories 240 Calori	es from Fat 9
	% Daily Value
Total Fat 10g	15%
Saturated Fat 3.5g	189
Trans Fat 0g	
Cholesterol 35mg	129
Sodium 580mg	249
Total Carbohydrate 20	g 79
Dietary Fiber 5g	209
Sugars 9g	
Protein 15g	
	tamin C 25%
	n 20%
*Percent Daily Values are base diet. Your daily values may be h	
depending on your calorie need	
	2,000 2,500 55a 60a
	55g 80g 10g 25g
Cholesterol Less than 3	800mg 300mg
Sodium Less than 2	,400mg 2,400m
Total Carbohydrate 3	100g 375g 15a 30a

Grade 2 - Read for Health Whole Grains



PREPARATION OUTLINE

 Students will: Learn how bread and grain products are made. Discover which foods are included in the grains food group. Identify the parts of a whole grain. Identify why whole grains keep us healthy 30-60 minutes Introduction (2 mins) Book: Bread Comes to Life (10 mins with discussion) Physical Activity (5 mins)
 30 minutes Introduction (2 mins) Book: Bread Comes to Life (10 mins with discussion)
 Food tasting (10 mins) Closing discussion while tasting (3 min) 45 minutes Introduction Book Physical Activity Writing prompt/work sheet Closing Discussion
 45-60 minutes Introduction Book Physical Activity Writing prompt/work sheet Food Tasting Closing Discussion
RL1,2,4,5; RI1,3,4,6,7; W8; SL1-4,6
Teaching: MyPlate poster Whole grain food models (Appendix A) Wheat Kernel diagram (Appendix C) Whole grain seed packets (optional) Chart for bread comparison (use on document camera or draw on white board); Taste Test Voting Chart (opt) Sticky notes or stickers (optional) Wheat stalks (optional) Food Tasting: Whole Grain Bread comparison

	Suggested Options: • Whole wheat/Cracked wheat; oat; pumpernickel; rye
HANDOUTS	Whole Grain writing promptGrain word search
PREPARATION	 Before class- Hang up MyPlate Poster Make copies of newsletters, writing prompt and work sheet Make copy of document camera chart for tasting Shop for and/or prepare food tasting samples.
EVALUATION	Learn about whole grains and why they are important for good health.





INTRODUCTION or actions from last week

If first lesson in series, state name, what you do and who you represent. What the nutrition classes are about, and what we will be doing during classes when you come.

2 minutes

If not the first lesson, use these reflection questions from previous lesson:

Materials needed:

Last week we talked about _____

• What did you do differently because of what you learned or did in last week's lesson?

BOOK ACTIVITY 5 minutes

Today we'll learn about the Grain food group on MyPlate. Point to the Grain Group on MyPlate.

Materials needed: Grain models, seed packets, Wheat stalks (optional)

We often eat grains as part of breakfast, lunch, dinner and snacks. Let's name some grain foods we like. (Take a few answers. Use food models as prompts).

Book: Bread *Comes To Life* by George Levenson

Today we're going to read a book about bread. How do you think bread is made? Where does bread come from? Let's find out!

- The title of the story is "Bread Comes to Life".
- The author of this story is George Levenson.
- The photographer is Shmuel Thaler.

Read the story with expression, showing the photos that support the text on each page.

DISCUSSION 10 minutes

Discuss these questions at the close of the story:

Materials needed:

 Ask the students to recall the sequence of activities from planting the seeds to baking bread.

Whole Grain Board (optional) or Wheat Kernel diagram Whole grain seed packets (optional)

o Plant the seed. Sunlight, water, air and soil all contribute to growing a healthy plant.

Vocabulary:

 A full-grown wheat plant is picked and 'threshed' to separate the seeds.

scratch, sowing, shoots, yield, chaff, threshing box, knead

- o Wheat seeds are ground into whole wheat flour.
- Ingredients are combined to make the dough that is baked into bread!
- Did you know that all grains are seeds? Whole grain foods use the entire seed (point out bran, germ, endosperm on kernel diagram or whole grain board), which is full of vitamins and minerals and fiber that make

	us healthy. (compare whole grain and enriched grains, whole grain board or seed packets). Whole grains give us energy. We call them our "Go" foods. We should try to eat whole grain foods about half of the time. Think, Pair, Share: Ask student to think about a favorite grain food they eat. Ask them to share why they like this grain food and when they like to eat it.
PHYSICAL ACTIVITY 2- 5 minutes	Brain boosters with Fit Sticks (Appendix A) Or 'On The Farm' (Appendix B) Or any physical activity using the large muscles.
FOOD ACTIVITY: Tasting 20-25 minutes Tasting	 If 30 minute class, do orally – no chart. Compare and contrast 3-4 different kinds of whole grain breads. Chart results (see instructions at end of lesson) During tasting, talk about the benefits of whole grains
Materials needed: Whole Grains Taste Test work sheet	 They give us sustained energy Vitamins and minerals our bodies need to be healthy Fiber sweeps our intestines clean
NUTRITION ACTIVITY	If only 45 minute class, this activity can be left with the teacher for completion and picked up next time.
10 minutes	If food tasting is included in the lesson, this activity can be
Materials Needed Writing prompt and/or Grains word search	started while the tastes are being prepared and distributed. The writing prompt/work sheet can also be left with the teacher for students to complete at a later time.
CLOSING:	What fun we've had today in nutrition class!
5 minutes Materials needed: Parent Newsletter	 We read a story and shared out thoughts about how grains give us energy and help us be healthy. We did a nutrition activity and Talk about new food or recipe offered; or Completed out handout activity that helped us We gave our bodies some exercise to keep our hearts healthy, our muscles/bones strong and our minds happy! Now I have something for you to take home To your parents (newsletters)
	 To remind you to Next time, we are going to learn about (lesson topic) and have more fun! Thanks you for being such great listeners and doers!

Read for Health – Grade 2 Lesson Outline Whole Grains

Whole Grains: Food Tasting



Recipe: Tasting and Comparing Whole Grain Breads

Taste Servings: One bite of each type of bread

If short on time, have bread pre-sliced into bite-size pieces.

Equipment & Supplies:

Napkins	3-4 whole grain breads		
Gloves	 Whole or cracked wheat 		
Plastic containers or gallon bags	2. Pumpernickel		
Tasting chart	3. Oat		
Sticky notes or stickers	4. Rye		
	-		

Directions

The number of bites per slice of bread depends on the size of each slice. Give each student one piece of each kind of bread. Have them use their senses to contrast/compare each type of bread. Use descriptive words to explain preferences.

Chart (Red Header) the preferences. Use post-it notes or small stickers for voting for favorite bread.

Whole Grains Give Muscles GO POWER!



	give us energy to think and learn and play. Name and draw three physica e its name and what part of the body uses most of your "GO" energy.
	The activity name is The muscles it uses for GO power are
The activity name is The muscles it uses for GO power are	The activity name is The muscles it uses for GO power are

Chef Solus Grain Group Word search Puzzle!

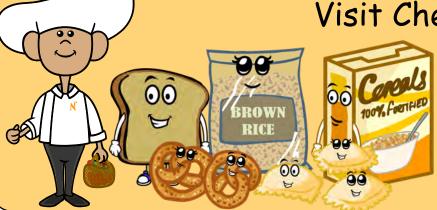
RF K C E I M G R R B I G R S X K



FIBER
BREAD
CEREAL
RICE
WHOLE
PASTA
GRAINS

Grains Group

For more fun nutrition games
Visit ChefSolus.com





Chef Solus Grain Group Word search Puzzle!

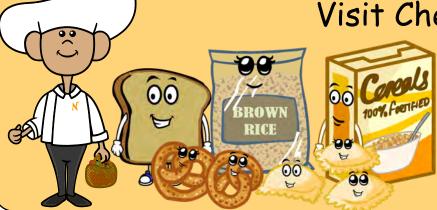




FIBER BREAD CEREAL RICE WHOLE PASTA GRAINS

Grains Group

For more fun nutrition games
Visit ChefSolus.com





WHOLE GRAIN TASTE TEST



Use <u>descriptive</u> words to explain tastes and preferences for each of these breads

Then, vote for your favorite using a sticky note on the chart in front of the room.

Whole Wheat	Oat	Pumpernickel	Rye

WHOLE GRAIN TASTE TEST Put a sticker under your three favorites. Be ready to explain your choices. Why did you like them?

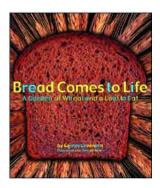
vvily ala you like theili				
Cornbread	Pita Bread	Tortilla Chips	<u>Pumpernickel</u>	Brown Rice





Whole Grains are Great!

Your child learned the importance of whole grains today. We read about how bread is made from planting the seeds to making the dough. We then tasted whole grain foods!



Whole Grain Foods Have Tons of Health Benefits!

Eating whole grains can help reduce the risk of some cancers, heart disease and high cholesterol.

Many whole grain foods are high in fiber. Eating fiber will help you feel full. This also helps with weight management.

Some examples of whole grain foods are listed below.

- Whole wheat bread
- Brown or wild rice
- Whole oats or oatmeal
- Whole grain barley
- Popcorn
- Whole wheat pasta

A complete list of whole grains can be found at the following link:

www.choosemyplate.gov Click on "grains".

Grow Happy Kids, www.growhappykids.org is a WSU Food \$ense family website dedicated to connecting kids to naturally nutritious foods; providing tasty, low-cost recipes any parent can fix; and creating a link to other families and community resources.

Shopping for Whole Grains

- A grains food that is brown in color does not always mean it is whole grain.
- Watch out for labels that say "multigrain" or "wheat". These may not be whole grain choices.
- To choose a whole grain food, read the ingredients list on the nutrition facts label. The first ingredient must list a whole grain.

Make at Least Half Your Grains Whole Grains.

- Instead of white bread, rice and pasta, try some whole grain choices.
- Snack on whole grain cereals.
- Eat popcorn plain or with light butter.
- Substitute half of the flour with whole wheat flour in muffins, pancakes and cookie recipes.

Take Action!

How many of the following tips can you and your family check off this week?

☐ Try one new whole grain food this week.

- ☐ Have a scavenger hunt in your kitchen with your child. Search for grains and decide if they are whole grains.
- ☐ Locate a food in the grocery store that you typically buy and purchase its whole grain variety.
- Make whole grain pita pizza with your family. Visit the following link for quick and easy directions:

www.youtube.com/watch?v=KMWdlpPdhUQ

Read for Health – Grade 2 Parent Newsletter Whole Grains

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Make it Myself Pizza

Makes 1 serving

Ingredients

1/2 whole wheat English muffin 2 tablespoons of pasta sauce 1/4 cup low-fat mozzarella cheese 1/4 cup chopped vegetable*



Directions

- 1. Take ½ whole wheat English muffin.
- 2. Spread 2 tablespoons of pasta sauce on top.
- 3. Add ¼ cup low-fat mozzarella cheese.
- 4. Sprinkle $\frac{1}{4}$ cup chopped vegetables on top.
- 5. Bake in the oven or toaster oven at 425 degrees, or in the microwave on high until cheese melts.
- * Vegetable suggestions include red or green bell peppers, broccoli, mushrooms, and onions.

Want to make your own whole wheat pizza dough? Follow this link for easy directions: http://www.wheatfoods.org/Quick-Whole-Wheat-Pizza-Crust.217.1.htm

























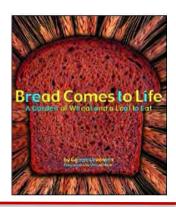






¡Granos integrales son fenomenales!

Hoy su hijo aprendió de la importancia de granos integrales. Leímos como el pan empieza con la siembra de semillas hasta el amasar de la masa. ¡Después hicimos una pizza saludable con una corteza integral!



¡Granos integrales tienen muchos beneficios de salud!

Comer granos integrales puede ayudar a bajar el riesgo de contraer algunos tipos de cancer, cardiopatía y cholesterol alto.

Muchas comidas de granos integrales son altas en fibra. Comer fibra ayuda a sentirse lleno.

También puede ayudar con el control de peso.

La lista abajo da unos ejemplos de alimentos de granos integrales.

- Pan integral
- Arroz salvaje o integral
- Avena integral
- Cebada integral
- Palomitas de maíz
- Pasta integral

Una lista complete de granos integrales se encuentra en en la siguiente:

<u>www.choosemyplate.gov/food-groups/grain.html</u> (en inglés)

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Al comprar granos integrales

Aunque unos granos son morenos no significa que sean granos integrales.

Esté alerta por etiquetas que dicen "multigrain" o "wheat" porque a lo major no son opciones integrales.

Para asegurarse que está eligiendo comida integral, lea la lista de ingredients en la etiqueta nutricional. El primer ingredient debe ser grano integral.

Haga que la mitad de los granos que consume sean integrales.

En vez de comer pan, arroz, y pasta blanca, pruebe las opciones integrales.

Coma meriendas de cereals integrales.

Coma palomitas de maíz sin sabor o baja en mantequilla.

Reemplace la mitad de su harina con harina integral en las recetas de mollete, panqueque y galletitas.

Purebe galletas integrales con queso bajo en grasa para una rica merienda.

¡Actúe!

¿Cuántos de los siguientes puntos puede lograr esta semana?

- ☐ Pruebe un alimento de grano integral esta semana.
- ☐ Haga una búsqueda en su cocina con su hijo. Busque granos y decidan si son integrales.
- ☐ Encuentre una comida que compraría normalmente y compre su version integral.
- ☐ Cocine pizza integral con su familia usando pan de pita integral.

Vaya al enlace indicado para orientación fácil y rápida:

https://www.youtube.com/watch?v=KMWdlpPdhUQ

Read for Health – Grade 2 Parent Newsletter Picky Eaters







Make it Myself Pizza

Makes 1 serving

Ingredients

½ whole wheat English muffin 2 tablespoons of pasta sauce 1/4 cup low-fat mozzarella cheese 1/4 cup chopped vegetable*



Directions

- 1. Take ½ whole wheat English muffin.
- 2. Spread 2 tablespoons of pasta sauce on top.
- 3. Add ¼ cup low-fat mozzarella cheese.
- 4. Sprinkle ¼ cup chopped vegetables on top.
- 5. Bake in the oven or toaster oven at 425 degrees, or in the microwave on high until cheese melts.
- * Vegetable suggestions include red or green bell peppers, broccoli, mushrooms, and onions.

Want to make your own whole wheat pizza dough? Follow this link for easy directions: http://www.wheatfoods.org/Quick-Whole-Wheat-Pizza-Crust.217.1.htm































Grade 2 Vocabulary Lists from Selected R4H Literature



Lesson	Vocabulary words introduced and discussed
Fruits and Vegetables	Energy Visitor
Food from the Earth	Soils Silt Sand Bacteria Castings Organisms Oxygen Germinate
Keep Your Bodies Moving	Bronchi Inhale Exhale Absorb
Family Meals	Place setting Utensils Rude Unsteady Portion Fare (vs. fair) Amused Excused Cherish
Picky Eaters	Patiently Murmur Opinions Bellowed Strain Peck poached Eggs Persnickety Appetite Depressed
Whole Grains	Scratch Sowing Shoots Yield Chaff Threshing box Knead (vs. need)