

EAT TOGETHER

THANKSGIVING CLASSROOM BOOK

EAT BETTER



TARGET AUDIENCE

Grades 1 & 2

ESTIMATED TIME

Part One 25 minutes
 Part Two 45 minutes
 Part Three 20 minutes

NUTRITION EDUCATION LEARNING OBJECTIVE

By the end of this activity, students will be able to:

- Describe through writing and drawing their own special Thanksgiving celebration that includes a family meal,
- Identify and appreciate the cultural and family traditions of other students as related to Thanksgiving foods.

CURRICULUM INTEGRATION

- Writing
- Art

EALR/GLE INTEGRATION

- Writing
- 1.5 Publishes text to share with audience.
 - 2.1 Adapts writing for a variety of audiences.
 - 2.2 Writes for different purposes.
 - 2.3 Writes in a variety of forms/genres.
 - 3.1 Develops ideas and organizes writing.
 - 3.2 Uses appropriate style.
 - 3.2.1 Listens for and discusses voice in multicultural read-alouds.
 - 3.3 Knows and applies appropriate grade level writing conventions.

CLASSROOM SKILLS

- Listening and following directions.

BASIC NUTRITION CONCEPTS

- Family meals provide a great opportunity to celebrate diverse cultural and family traditions.
- Different cultures celebrate special occasions in unique and varied ways.
- Family meals can be a great way to enjoy healthy foods.

SUPPLIES

Provided with lesson

- Book: Duck for Turkey Day
- Booklet template pages
- Crayons or colored pencils
- Pencils for printing
- Stapler to put booklets together
- MyPyramid (optional, for extension activity)

ACTIVITY TASKS

See reverse.

SOURCE

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SA SUBMITTED BY

Family Meals Work Group

Thanksgiving Classroom Book (Grades 1 & 2)

Part One: Before Thanksgiving

1. Introduce the book, "Duck for Turkey Day". Before reading, ask students what they think the story might be about. Discuss responses.
2. Read the book to the class.
3. After reading, discuss the following:
 - What was the story about?
 - Why was Tuyet worried?
 - How did she try to solve the problem?
 - What are some special things her family did on Thanksgiving?
 - What special foods were eaten?
 - What happened when she returned to school?
4. Explain to the students that just like Tuyet's class, they will be talking about their Thanksgiving celebrations when they return to school after the break. Tell them that each student will also be making a special booklet to illustrate how Thanksgiving was celebrated in their home. It will be their own special story.
5. Reinforce the idea that there are many ways that families celebrate special occasions. Just because they are different, doesn't make one better than the other.
6. Prepare the booklets by stapling together the front cover and the number of pages you would like each booklet to have. (See sample.)

Part Two: After Thanksgiving

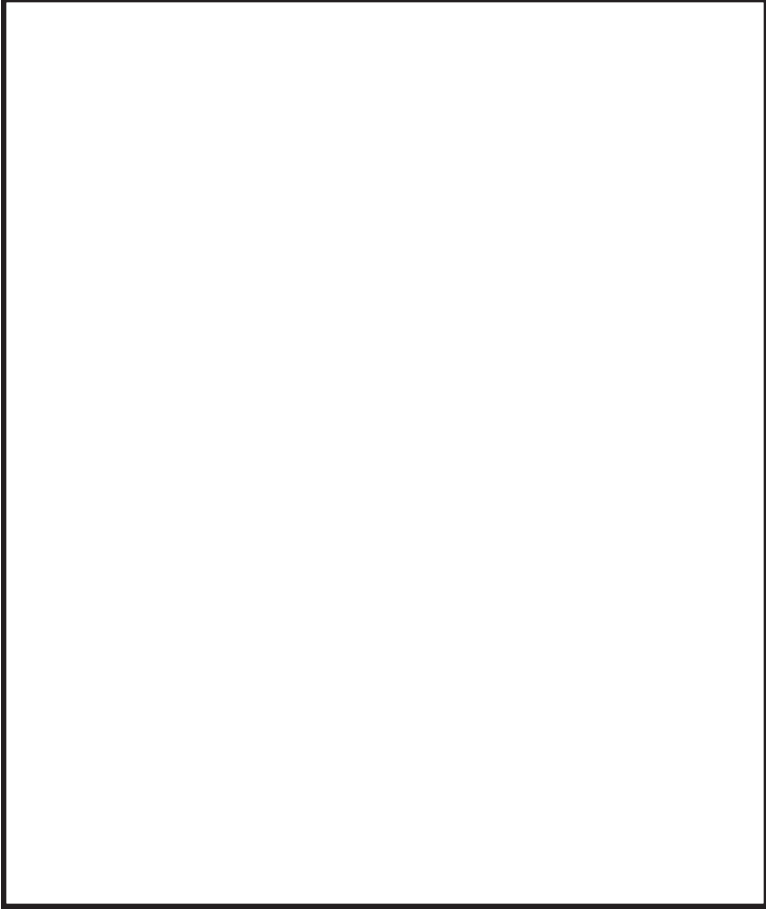
1. Show the book again. You may either re-read or discuss the story using the book pages as a prompt. Ask students about their Thanksgiving celebrations. Allow time for sharing. Special note: In the event that a student did not celebrate this holiday, they may share about another celebration that is special to their family. Have them make a different cover page.
2. Show the booklet template pages. Give examples of how students might write and illustrate their booklet. They may include details about decorations, food prepared, activities done, who was present, etc. Encourage detail in drawings.
3. Distribute the booklets and allow time for completion. If students are unable to print captions for the pictures, they may dictate this to a teacher or aide.

Part Three: When booklets are complete

- Students may share their booklets with one another in table groups or with the entire class. Reinforce the idea that families have unique ways of celebrating, often associated with their cultural traditions. Cultural differences provide rich diversity.

Extension Activity

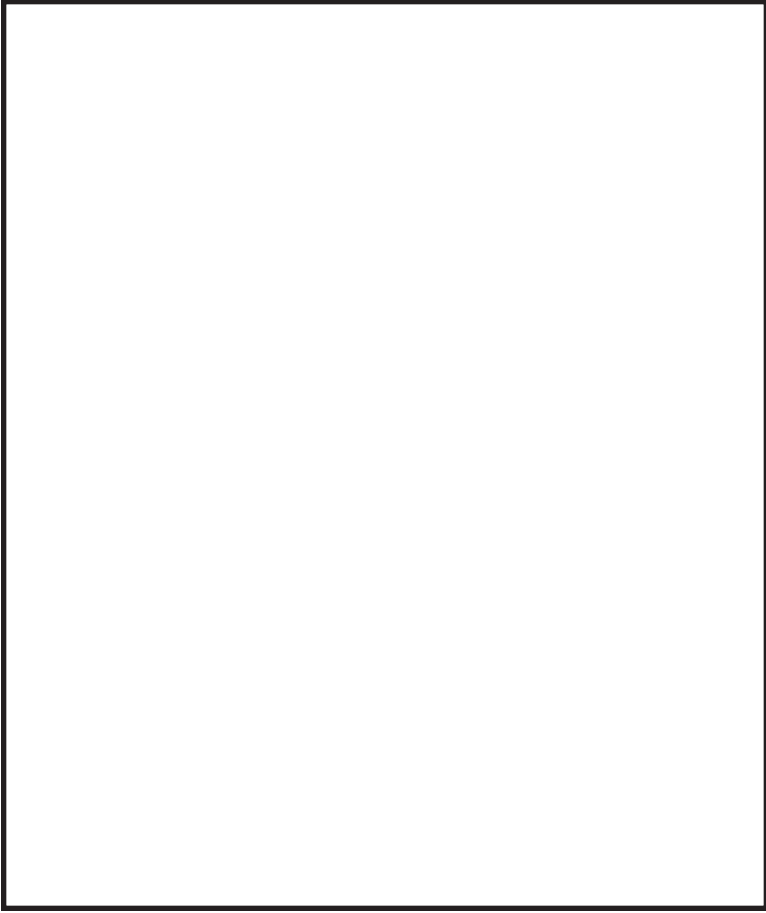
- Using MyPyramid, discuss the various foods eaten by food group.



**My Thanksgiving
Celebration**

by:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

