

Food for Health

Pages 42–55

CHAPTER SUMMARY

In this chapter, children

- ▶ group foods in many different ways.
- ▶ make healthful food choices.
- ▶ prepare and try a variety of foods.
- ▶ identify groups in the Food Guide Pyramid.
- ▶ prepare food as a way of learning about sanitary food preparation and storage.

**Building Good Character**

Children choose snacks responsibly.

Health Activities

Fun Preparing Food

This activity gives children the opportunity to prepare a healthful snack.

Materials Needed

- washed celery sticks, cut about 3 inches long
- peanut butter
- raisins
- craft sticks
- plastic spoons

What to Do In advance, wash and cut celery sticks into 3-inch pieces. Tell children to wash their hands before touching the food. Have children use a craft stick to spread peanut butter onto the celery stick and then spoon raisins on top. **CAUTION:** Be sure to check for any food allergies among children.

Mealtime Scramble

In this activity, children identify healthful food choices for breakfast, lunch, and dinner.

Materials Needed

- pictures of foods eaten at breakfast, lunch, and dinner
- drawing paper
- glue
- scissors
- marker

What to Do In advance, divide a sheet of paper into three sections. Label the sections *breakfast*, *lunch*, and *dinner*, and make a copy for each child. Read aloud each label. Then have children search through the pictures to find one healthful food for each meal and paste it in the correct column. Finally, have children share their charts and explain their choices.

**Using Portfolios for Chapter Assessment**

Work produced in the activities on these pages may be placed in children's portfolios and used for chapter assessment. Also see the portfolio activities in the lesson Wrap Ups and the assessment information on pages 32–36 of *Teaching Resources*.

to children. Encourage children to group foods differently, such as by color. Have children name different colors. Tell children to think of foods they eat each day that they could list under each color. List them on the board. Read the lists aloud. Repeat for texture and shape.

Critical Thinking Why should we eat foods from each food group every day? Children should realize that they need different foods to give them energy and help them grow strong.

3. WRAP UP

Review the food groups in the Food Guide Pyramid and the number of servings of each that children should eat every day.

Assess

- Have each child draw a picture of his or her favorite healthful food as a cartoon character.
- Have children find and cut out pictures of foods to model the Food Guide Pyramid. Then have them rearrange the foods to make meals for a balanced diet for one day.

My Work **PORTFOLIO** Add children's drawings to their portfolios.

Focus Skill Reading Skill—Cause and Effect

Remind children that an *effect* is something that happens and a *cause* is the reason it happens. Give children a cause and have them supply an effect, for example: *Jackie looks at the Food Guide Pyramid. He _____ . learns what foods he needs*

Additional practice for this Reading Skill is provided on *Activity Book* page 19.

 *Transparency* 10 can be used to show the food groups of the Food Guide Pyramid.

Teacher Tip

Food Guide Pyramid The food groups listed below show servings recommended for children at this age and differ from those recommended for adults.

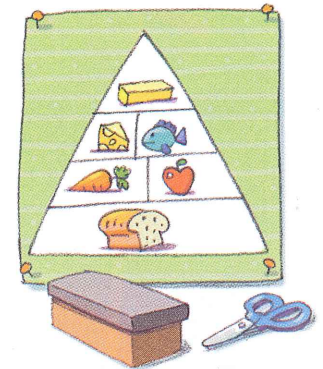
Fats, Oils, and Sweets: use sparingly
 Milk, Yogurt, and Cheese: 3 servings
 Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts: 2 servings
 Vegetables: 3–5 servings
 Fruits: 2–4 servings
 Bread, Cereal, Rice, and Pasta: 6–9 servings

Activities



Art

Model Pyramid Collect ten shoe boxes that are about the same size, and stack them on their sides to form a pyramid. Have each child bring to class a picture of a food. Help children paste food pictures on the boxes to match the food groups of the Food Guide Pyramid and label them.



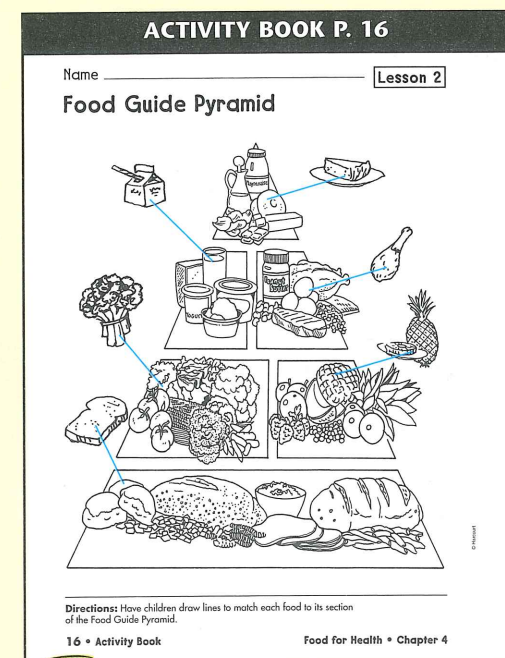
Science

Farm to Food Flash Cards

If possible, take children to a local farm or invite a farmer to visit the classroom. Ask the farmer to tell about the plants or animals grown on the farm and the foods that are made from them. Then have each child make a flash card. On one side, have children draw a plant or an animal and on the other side have them draw a food that comes from that plant or animal.



Using the Activity Book



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Responsibility



Chapter 4 • Lesson 3

Main Idea: Choose snacks responsibly.

14

LESSON 3

Objectives

- ▶ Choose snacks responsibly.
- ▶ Make helpful food choices.
- ▶ Prepare and try a variety of foods.

Program Resources

- ▶ Activity Book p. 17
- ▶ Big Book p. 14
- ▶ Teaching Resources pp. 93–94

Vocabulary

responsibility

Daily Fitness Tip



Tell children that helpful foods help their bodies grow. Have children name helpful snacks. List these on the board.



See *Be Active! Resources for Physical Education* p. 159.

1. MOTIVATE

Present food riddles like the following for children to guess. **I am a member of the fruit group. You can eat me with a meal or as a snack. I am long and yellow. Some people eat me sliced on cereal. What am I?** **a banana** Children may want to take turns making up their own riddles about snacks. Encourage them to use color, shape, texture, or taste as they describe the food.

2. TEACH

Discuss

What can you do when you get hungry between meals? Eat a snack. Explain that choosing helpful snacks is important because they can give our bodies extra energy to work and play. Have children identify snacks they enjoy eating. Discuss which ones are helpful and which are not.

Interpret Visuals—Big Book

Direct attention to *Big Book* page 14. Tell children that the girl is being given a choice of snack foods.

Which snack foods are good choices for the girl? **The celery and carrots, yogurt, and pear are helpful choices.**

If you had the choice among these snacks, explain which you would choose. Why? *Answers will vary.* If children make a less healthful choice, explain that it is OK to eat foods that are less healthful once in a while, but we should most often choose foods that will give us energy and make our bodies strong and healthy.

Critical Thinking How can you show responsible eating habits throughout your life? Take recommended portions of foods that are part of a balanced diet and eat only when you are hungry.

Activity

Provide each child with a copy of Patterns 9 and 10, *Teaching Resources*, pages 93–94. Have children color the pages. Then have them name some favorite snacks from among the healthful fruits and vegetables shown on Pattern 10. Have them color, cut out, and glue the pictures in groups on the page with the apple. Ask children to group the foods by color or shape.

3. WRAP UP

Review the importance of choosing healthful snacks.

Activity

Have pairs of children take turns role-playing a situation in which they need to select a snack. Have one child pretend to want a less healthful snack while the other child tries to get him or her to choose a more healthful snack.

Teacher Tip

Have children help you prepare some healthful snacks, such as celery sticks, carrots, broccoli, or cut-up seedless grapes. You may wish to have children prepare celery with cream cheese, fruit salad, or fruit and yogurt. Make sure children wash their hands and handle the food properly. Invite children to sample each food.

CAUTION: Check for food allergies before allowing children to eat any foods.



ESL/ELL Support

LANGUAGE AND VOCABULARY Children may have difficulty understanding the meaning of the word *responsibility*.

Beginning Define the word *responsibility* for children. Give examples of responsibilities that you have and that the children have. Help children act out one of their responsibilities while others guess what it is.

Intermediate Have children draw a picture to show a responsibility they have at home.

Advanced Ask children to complete this sentence starter: *One of my responsibilities at school is to _____.*

Activities



Math

Food Measurement

Have children prepare and try a variety of healthful snack foods. Provide raisins, nuts, two healthful cereals, paper cups, and a large bowl.

Be sure children wash their hands before touching the food. Help children mix equal amounts of the dry foods. Invite children to taste the mix. **CAUTION:** Be sure to check for any food allergies first.



Social Studies

Bread and Culture Point out that bread is an important food in most cultures. Provide samples of breads from different cultures, such as tortillas, bagels, pitas, and matzos. Then have a tasting party. **CAUTION:** Be sure to check for any food allergies first.









Using the Activity Book

ACTIVITY BOOK P. 17

Name _____ Lesson 3

Responsibility

Children should color the apple, the grapes, and the carrots and cross out the cupcake, cookies, and candy bar.

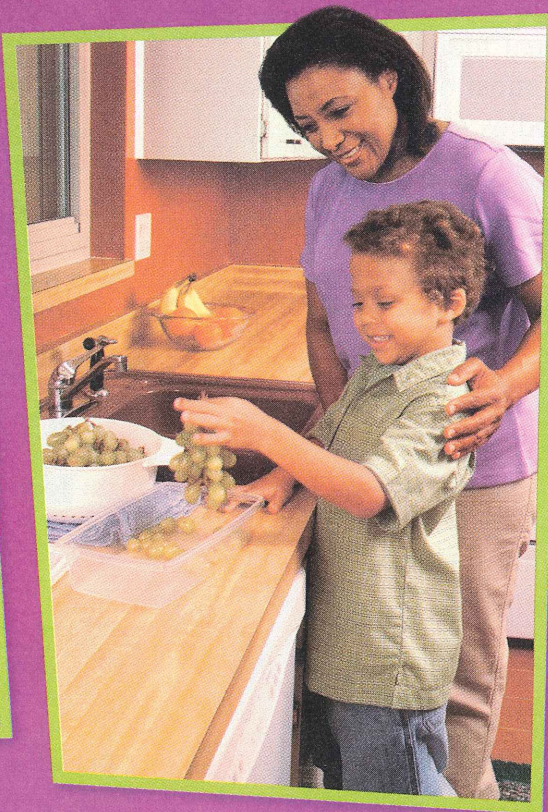
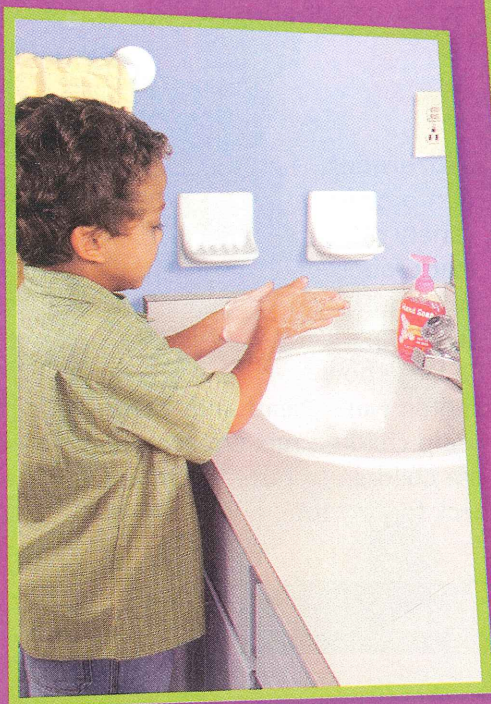
Directions: Have children color the more healthful snack in each row and cross out the less healthful snack.

Chapter 4 • Food for Health Activity Book • 17



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Keep Food Safe



Chapter 4 • Lesson 4

Main Idea: Handle and store food properly.

15

LESSON 4

Objective

- ▶ Prepare food to understand sanitary food preparation and storage.



Reading Skill

- ▶ Cause and Effect

Program Resources

- ▶ Activity Book pp. 18, 19
- ▶ Big Book p. 15

Vocabulary

germs, **spoil**, **storage**

Daily Fitness Tip



Tell children that clean hands are important for good health. Remind them that germs can be passed to others when equipment is shared. List opportunities for washing hands.



See *Be Active! Resources for Physical Education* p. 191.

1. MOTIVATE

Prepare shopping and kitchen centers in the classroom. Provide food pictures and plastic or canned foods. Suggest that children plan a meal and pretend to go shopping for it. Remind them to use the Food Guide Pyramid. Ask children what they should do with the food when they get home. Help them realize that food needs to be stored properly. Have children pretend to put the food away in the proper places in the kitchen.

2. TEACH

Discuss

Remind children of the kitchen center or their kitchens at home. Explain that storage areas are places where food is kept. Ask children to name places their families store food. Elicit that food is stored in the refrigerator, in the freezer, on shelves in a pantry or cabinet, and in drawers.

Why must some foods be stored in a refrigerator or freezer?
They are foods that will spoil if they are not kept cold.

Interpret Visuals—Big Book

Lead a discussion about food safety, using the pictures on *Big Book* page 15. Ask children to tell why food safety might be important to health. Point out that food safety will help keep

them from getting sick. Demonstrate with props the proper ways to wash hands and to store foods.

3. WRAP UP

Review the *Big Book* page, and discuss why handwashing and food safety are important.

Assess

- Have each child draw a picture showing food being handled safely. Ask children to share pictures with another child.
- Provide children with plastic foods, plates, food storage containers, aluminum foil, and self-sealing bags. Have small groups take turns acting out preparing and eating a meal and then putting away foods. Encourage them to use all the food safety information they have discussed.

 **PORTFOLIO** Add children's pictures to their portfolios.

Reading Skill—Cause and Effect

Remind children that an *effect* is something that happens and a *cause* is the reason it happens. Have children complete the following cause-and-effect sentence: *When people handle food properly, _____.* (Possible responses: they prevent the spread of germs; they help themselves stay healthy)

Additional practice for this Reading Skill is provided on *Activity Book* page 19.

Health Background

Handling Food Properly Bacteria begin growing when foods are at room temperature. The following are ways to combat the growth of bacteria that can cause illness:

- At the store, select perishable foods last. Take them home and store them immediately.
- Store eggs, raw meat, poultry, and fish in the refrigerator. Keep these foods and their juices away from other foods.
- Wash hands, kitchen surfaces, and utensils before, during, and after preparing food. Use different tools for raw foods and cooked foods.
- Defrost foods in the microwave or refrigerator and cook them immediately.
- Promptly refrigerate or freeze leftovers in shallow containers or secured tightly in bags.
- Cold foods should be kept cold **at 40°F or below**. Hot foods should be kept hot at **140°F or higher**.

Webliography: Keyword food safety

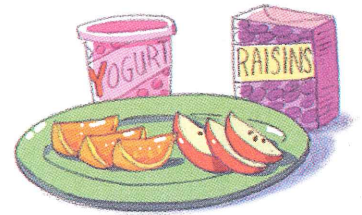
Source: Centers for Disease Control

Activities



Science

Food Safety Have children help you prepare a snack that must be refrigerated. Tell children to wash their hands before touching the food. Ask children to mix orange slices, raisins, and apple slices with yogurt. Explain that leftovers need to be placed in a covered container in the refrigerator to keep food healthful and safe. Encourage children to sample the snack. **CAUTION:** Be sure to check for any food allergies first.



Drama

Food Safety Pantomime Have children in small groups take turns acting out a food safety tip for others to guess. You may want to suggest a tip, such as washing kitchen counter tops.





Using the Activity Book


ACTIVITY BOOK P. 18

Name _____ Lesson 4

Keep Food Safe

 _____
2

 _____
3

 _____
1

Directions: Have children label the pictures 1, 2, and 3 to show the order in which things should be done.

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