



**¡Buen provecho!  
Eat Well  
Eating Healthy  
for Success  
Curriculum**

**Nutrition  
Education for  
Pre-K to 1st Grade**

**35 fun lessons that meet Next Generation  
Learning Standards**

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We hope you find this curriculum fun, informative and easy to use. We welcome your questions and comments. Please feel free to contact us at [eatwell@health.nyc.gov](mailto:eatwell@health.nyc.gov).



*2019 Edition*

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# Introduction

Welcome to the **Eating Healthy for Success Curriculum!**

This curriculum includes 35 fun lessons on eating and growing healthy foods for preschoolers, kindergartners and 1st graders.

## Getting Started

- **Eating Healthy for Success** includes seven modules that can be used throughout the school year.
- Each module contains five lessons that combine English language arts, literacy and mathematics to encourage students to learn more about where food comes from, how it grows and healthy choices they can make to grow healthy and strong.
- Each lesson includes an **introduction, main activity, multi-level applications** and **big question exploration**. The multi-level applications section provides grade-appropriate activities to follow the main activity section. Lessons are should take about 20 minutes to complete.
- The curriculum's pick-and-choose design allows teachers to choose lessons that best fit into classroom studies throughout the year. However, teachers are encouraged to teach Lesson 1 as they start each module, as it helps set the stage for that particular topic.
- Food tastings are not included in each lesson but would fit nicely into most lessons and are encouraged, if possible. Tips for food tastings in the classroom and notes about food allergies can be found on Page 8.



Enjoy learning about new foods and nutrition with your students!

# New York State Next Generation Standards Met by Curriculum Lessons

## English Language Arts & Literacy

## Mathematics

Lesson	Pre-K	K	1 <sup>st</sup>	Pre-K	K	1 <sup>st</sup>
Module 1 - Lesson 1 Trying New Foods	PKR1, PKR3, PKR5, PKR9, PKW2, PKSL2	KR1, KR3, KR4, KR9, KW2, KSL1, KSL2	1R1, 1R3, 1R9, 1W2, 1W7, 1SL2	NY-PK.CC.1	NY-K.CC.1	NY-1.NBT.1
Module 1 - Lesson 2 Mealtime Helpers	PKR1, PKR3, PKR5, PKR9, PKW2, PKSL2	KR1, KR3, KR9, KW2, KSL2	1R1, 1R3, 1R9, 1W2, 1W7, 1SL2			
Module 1 - Lesson 3 A Healthy Breakfast	PKR1, PKR3, PKR5, PKR9, PKW2, PKSL1, PKSL2	KR1, KR3, KR9, KW2, KSL2	1R1, 1R3, 1R9, 1W2, 1W7, 1SL2			NY-1.MD.4
Module 1 - Lesson 4 Food Around the World	PKR1, PKR3, PKR5, PKR9, PKW2, PKW7, PKSL1, PKSL2, PKL5	KR1, KR3, KR9, KW2, KSL1, KSL2	1R1, 1R3, 1R9, 1W2, 1W7, 1SL2	NY-PK.G.4		
Module 1 - Lesson 5 Terrific Tastes	PKR1, PKR3, PKSL1	KR1, KR3, KR4, KSL1	1R1, 1R3, 1R4, 1W2, 1SL1			
Module 2 - Lesson 1 Meet the Food Groups	PKR1, PKR3, PKW2, PKSL1, PKSL2, PKL5	KR1, KR3, KSL1, KSL2, KL5	1R1, 1R3, 1R9, 1W7, 1SL1, 1SL2	NY-PK.MD.2	NY-K.MD.2 NY-K.MD.3	NY-1.MD.4
Module 2 - Lesson 2 Creating MyPlate	PKR1, PKR3, PKR5, PKR9, PKW2, PKSL2, PKL5	KR1, KR3, KR9, KSL1, KSL2, KL5	1R1, 1R3, 1R9, 1W2, 1SL2, 1W7	NY-PK.MD.2	NY-K.MD.3	NY-1.MD.4
Module 2 - Lesson 3 A Look at Pizza	PKR1, PKR3, PKR5, PKR9, PKSL1	KR1, KR3, KR9, KW2, KSL1, KSL2	1R1, 1R3, 1R9			NY-1.NBT.1 NY-1.G.1 NY-1.G.3
Module 2 - Lesson 4 Menu Building	PKR1, PKR3, PKR5, PKR9, PKSL1, PKSL2	KR1, KR3, KR9, KW2	1R1, 1R3, 1R9, 1W1			
Module 2 - Lesson 5 Mapping Healthy Bodies	PKR1, PKR3, PKW2, PKSL1, PKSL2	KR1, KR3, KW2, KW7, KSL2	1R1, 1R13, 1W1, 1W7, 1SL2			
Module 3 - Lesson 1 Delicious Dairy Foods	PKR1, PKR3, PKW1	KR1, KR3, KSL2	1R1, 1R3, 1W2, 1SL1, 1SL2			
Module 3 - Lesson 2 From Cow to Carton	PKR1, PKR3, PKSL2	KR1, KR3, KW2, KSL2	1R1, 1R3, 1W2, 1SL1, 1SL2	NY-PK.CC.1 NY-PK.CC.3 NY-PK.CC.4		
Module 3 - Lesson 3 The Bones inside You	PKR1, PKR3, PKSL2	KR1, KR3, KSL2	1R1, 1R3, 1W2, 1SL1, 1SL2			
Module 3 - Lesson 4 Healthy Beverages, Healthy Teeth	PKR1, PKR3, PKSL2	KR1, KR3, KW2, KSL2	1R1, 1R3, 1W2, 1SL1, 1SL2	NY-PK.CC.1		
Module 3 - Lesson 5 Strong Skeletons	PKR1, PKR3, PKSL1	KR1, KRL3	1R1, 1R3, 1W2		NY-K.CC.1 NY-K.CC.3	NY-1.NBT.1
Module 4 - Lesson 1 Meet the Fruit Group	PKR1, PKR3, PKW2	KR1, KR3, KR4, KW2, KSL1	1R1, 1R3, 1W2			
Module 4 - Lesson 2 Fruit Rainbow	PKR1, PKR3	KR1, KR3, KW2	1R1, 1R3, 1W2	NY-PK.MD.2	NY-K.MD.3	NY-1.MD.4

# New York State Next Generation Standards Met by Curriculum Lessons

## English Language Arts & Literacy

## Mathematics

Lesson	Pre-K	K	1 <sup>st</sup>	Pre-K	K	1 <sup>st</sup>
Module 4 - Lesson 3 Fruit Salad	PKR1, PKR3, PKR5, PKR9, PKW2, PKSL1, PKSL2	KR1, KR3, KR9, KW2, KSL2	1R1, 1R3, 1R9, 1W2, 1W6, 1W7, 1SL2	NY-PK.CC.1	NY-K.CC.1	NY-1.NBT.4
Module 4 - Lesson 4 Compare and Contrast	PKL5	KW2	1W2	NY-PK.CC.1 NY-PK.MD.2 NY-PK.G.3	NY-K.CC.1 NY-K.MD.3	NY-1.NBT.1 NY-1.MD.4
Module 4 - Lesson 5 Eating the Alphabet	PKR1, PKR3, PKRL5, PKR9, PKW2, PKSL1, PKSL2	KR1, KR3, KR9, KSL2, KL5	1R1, 1R3, 1R9, 1W2, 1SL2	NY-PK.MD.2	NY-K.MD.3	NY-1.MD.4
Module 5 - Lesson 1 Name that Vegetable	PKR1, PKR3, PKL5	KR1, KR3, KR4, KW2, KL5	1R1, 1R3, 1W2	NY-PK.CC.1 NY-PK.CC.5 NY-PK.MD.2	NY-K.MD.3	NY-1.MD.4
Module 5 - Lesson 2 Growing Vegetable Soup	PKR1, PKR3, PKL5, PKR9, PKSL2	KR1, KR3, KR4, KR9, KW2, KSL2	1R1, 1R3, 1R9, 1W2, 1W6, 1W7, 1SL2	NY-PK.CC.1 NY-PK.CC.5 NY-PK.MD.2		
Module 5 - Lesson 3 New York Vegetables	PKR1, PKR3, PKW1	KR1, KR3, KW2	1R1, 1R3, 1W2			NY-1.MD.4
Module 5 - Lesson 4 Parts of the Plant	PKR1, PKRL3	KR1, KR3, KSL1, KSL2	1R1, 1R3, 1W2		NY-K.MD.3	NY-1.MD.4
Module 5 - Lesson 5 Pablo's Salsa	PKR1, PKR3, PKL5, PKR9	KR1, KR3, KR9	1R1, 1R3, 1R9	NY-PK.CC.1 NY-PK.MD.2	NY-K.CC.1	NY-1.NBT.1 NY-1.OA.1
Module 6 - Lesson 1 All Our Fruits and Vegetables	PKR1, PKR3, PKL5, PKR9, PKSL2	KR1, KR3, KR9, KW2, KSL2	1R1, 1R3, 1R9, 1W2, 1W6, 1W7, 1SL2			
Module 6 - Lesson 2 From Seed to Plant	PKR1, PKR3, PKW2, PKSL2	KR1, KR3, KW2, KSL2	1R1, 1R3, 1W2, 1SL2			
Module 6 - Lesson 3 From Farm to Table	PKR1, PKR3, PKL5	KR1, KR3, KL5	1R1, 1R3, 1W2, 1W6, 1W7	NY-PK.MD.2	NY-K.CC.1 NY-K.MD.3	NY-1.MD.4
Module 6 - Lesson 4 Plants on My Plate	PKR1, PKR3, PKW2, PKSL2	KR1, KR3, KW2, KSL2	1R1, 1R3, 1W1, 1SL2			
Module 6 - Lesson 5 Garden Mural	PKR1, PKR3, PKW2, PKSL1	KR1, KR3, KW2	1R1, 1R3, 1W1, 1SL2	NY-PK.MD.2	NY-K.CC.1 NY-K.MD.3	NY-1.MD.4
Module 7 - Lesson 1 Healthy Snacks	PKR1, PKR3, PKL5, PKR9, PKW2, PKL5	KR1, KR3, KR9, KW2, KL5	1R1, 1R3, 1R9, 1W2, 1SL2			
Module 7 - Lesson 2 Everyday and Sometimes Foods	PKR1, PKR3, PKL5, PKW2	KR1, KR3, KW2, KL5	1R1, 1R3, 1W2	NY-PK.MD.2	NY-K.MD.3	NY-1.MD.4
Module 7 - Lesson 3 Choosing Smart Snacks	PKR1, PKR3, PKL5	KR1, KR3, KL5	1R1, 1R3, 1W2, 1W6, 1W7	NY-PK.CC.1 NY-PK.MD.2	NY-K.CC.1 NY-K.MD.3	NY-1.NBT.1 NY-1.MD.4
Module 7 - Lesson 4 Snack Detective	PKR1, PKR3, PKL5	KR1, KR3, KSL1, KL5	1R1, 1R3, 1W2	NY-PK.CC.1 NY-PK.MD.2	NY-K.CC.1 NY-K.MD.3	NY-1.NBT.4 NY-1.MD.4
Module 7 - Lesson 5 Healthy Snack Mural	PKW2, PKL5	KW2, KL5	1W2	NY-PK.MD.2	NY-K.MD.3	NY-1.MD.4

New York State Next Generation Standards Met by Curriculum Lessons

<b>Prekindergarten Standards</b>	
<b>PKR1</b>	Participate in discussions about a text. (RI&RL)
<b>PKR3</b>	Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)
<b>PKR5</b>	Interact with a variety of genres. (RI&RL)
<b>PKR7</b>	Describe the relationship between illustrations and the text. (RI&RL)
<b>PKR9</b>	Make connections between self, text, and the world. (RI&RL)
<b>PKW1</b>	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.
<b>PKW2</b>	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.
<b>PKW3</b>	Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.
<b>PKW7</b>	Engage in a discussion using gathered information from experiences or provided resources.
<b>PKSL1</b>	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
<b>PKSL2</b>	Interact with diverse formats and texts.
<b>PKL5</b>	Explore and discuss word relationships and word meanings. <b>PKL5a:</b> Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. <b>PKL5b:</b> Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold). <b>PKL5c:</b> Use words to identify and describe the world around them.
<b>NY- PK.CC.1</b>	Count to 20.
<b>NY- PK.CC.3</b>	Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence) b. Explore and develop the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
<b>NY- PK.CC.4</b>	4a. Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration. 4b. Given a number from 1–10, count out that many objects.
<b>NY- PK.CC.5</b>	Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group. Note: Include groups with up to five objects.
<b>NY- PK.MD.2</b>	Sort objects and shapes into categories; count the objects in each category. Note: Limit category counts to be less than or equal to 10.
<b>NY- PK.G.3</b>	Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.
<b>NY- PK.G.4</b>	Create and build shapes from components.

## New York State Next Generation Standards Met by Curriculum Lessons

<b>Kindergarten Standards</b>	
<b>KR1</b>	Develop and answer questions about a text. (RI&RL)
<b>KR3</b>	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
<b>KR4</b>	Identify specific words that express feelings and senses. (RI&RL)
<b>KR9</b>	Make connections between self, text, and the world. (RI&RL)
<b>KW1</b>	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
<b>KW2</b>	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
<b>KW6</b>	Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
<b>KW7</b>	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).
<b>KSL1</b>	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. <b>KSL1a:</b> Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.  <b>KSL1b:</b> Participate in conversations through multiple exchanges. <b>KSL1c:</b> Consider individual differences when communicating with others.
<b>KSL2</b>	Participate in a conversation about features of diverse texts and formats.
<b>KL5</b>	Explore and discuss word relationships and word meanings. <b>KL5a:</b> Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. <b>KL5b:</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) <b>KL5c:</b> Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful). <b>KL5d:</b> Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
<b>NY-K.CC.1</b>	Count to 100 by ones and by tens.
<b>NY-K.CC.3</b>	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>NY-K.MD.2</b>	Directly compare two objects with a common measurable attribute and describe the difference.
<b>NY-K.MD.3</b>	Classify objects into given categories; count the objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.

<b>1<sup>st</sup> Grade Standards</b>	
<b>1R1</b>	Develop and answer questions about key ideas and details in a text. (RI&RL)
<b>1R3</b>	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
<b>1R4</b>	Identify specific words that express feelings and senses. (RI&RL)
<b>1R9</b>	Make connections between self and text (texts and other people/ world). (RI&RL)
<b>1W2</b>	Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.
<b>1W6</b>	Develop questions and participate in shared research and explorations to answer questions and to build knowledge.



<b>1<sup>st</sup> Grade Standards, continued</b>	
<b>1W7</b>	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
<b>1SL1</b>	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). <b>1SL1a:</b> Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. <b>1SL1b:</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <b>1SL1c:</b> Ask questions to clear up any confusion about topics and texts under discussion. <b>1SL1d:</b> Consider individual differences when communicating with others.
<b>1SL2</b>	Develop and answer questions about key details in diverse texts and formats.
<b>1L5</b>	Demonstrate understanding of word relationships and nuances in word meanings. <b>1L5a:</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <b>1L5b:</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). <b>1L5c:</b> Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i> ).  <b>1L5d:</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.
<b>NY-1.NBT.1</b>	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
<b>NY-1.OA.1</b>	Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions. Note: Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations.
<b>NY-1.MD.4</b>	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<b>NY-1.G.1</b>	Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.
<b>NY-1.G.3</b>	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

# Food Tastings

Food tastings are not included in each lesson but would fit nicely into most lessons and are encouraged. See our tips below for extending the lessons with hands-on food exploration.

## Food Safety

- Wash all fruits and vegetables thoroughly, regardless of whether the produce will be served whole, peeled or cooked.
- Always have student and adult participants wash their hands with soap and water before touching food.
- Sanitize all surfaces prior to preparing or serving food.
- If serving dairy products: 1) check the expiration date for freshness, 2) keep refrigerated until use and 3) save the packaging so all participants can see the source of their food.
- Small fruits and vegetables can be a choking hazard. For preschool children, cut the following foods in half lengthwise before serving: grapes, baby carrots and small tomatoes.

## Tips for Encouraging New Foods

- Serve food family style, in separate serving bowls with serving spoons. Let student and adult participants serve themselves samples of the foods.
- Leave some fruits and vegetables whole for the student and adult participants to see, touch and smell.
- Assume that every student will try the food, even if a child usually doesn't eat fruits or vegetables.
- Use positive phrases to encourage everyone to taste new foods.
- Encourage the class to use their senses to touch, smell, see, hear and taste the foods before eating them.
- Remind the students that by trying new foods they will begin to like more foods and have new favorite foods.

## Food Allergies

- When serving food to students, it is very important to consult your school nurse before hosting a food tasting. Your school nurse will have your student's allergy response plan and will inform you of steps to take in an emergency.
- Common food allergies include peanuts, milk, eggs, fish, shellfish, tree nuts, soybeans and wheat. Common allergic reaction symptoms may include coughing, difficulty breathing, dizziness, diarrhea, gas, hives, itchy skin or eyes, nausea, pain, rash, vomiting, or swelling of the throat, lips, face or tongue.



# Module 1: Adventures in New Foods

Big Question: Why should we try new foods?

- Lesson 1: Trying New Foods
- Lesson 2: Mealtime Helpers
- Lesson 3: A Healthy Breakfast
- Lesson 4: Food Around the World
- Lesson 5: Terrific Tastes



## Module 1: Adventures in New Foods

# Lesson 1: Trying New Foods

### Objectives

#### Students will be able to:

- Explain the importance of trying new foods
- Name one new food they would like to try

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKR5,  
PKR9, PKW2, PKSL2, NY-  
PK.CC.1

Kindergarten – KR1, KR3,  
KR4, KR9, KW2, KSL1,  
KSL2, NY-K.CC.1

1st Grade – 1R1, 1R3,  
1R9, 1W2, 1W7, 1SL2,  
NY-1.NBT.1

#### Materials and Setup:

- “I Will Never Not Eat a Tomato” by Lauren Child
- Chart paper, markers
- Paper, crayons

## Introduction

1. Tell the students that today they will be reading a book about trying new foods.

## Activity

1. Read the book “I Will Never Not Eat a Tomato” by Lauren Child. Use the questions below to start a discussion:
  - a. What foods did Lola dislike in the beginning of the story?
  - b. What foods did Lola end up liking?
  - c. Why did Lola change her mind about trying new foods?
  - d. If you could meet Lola, what questions would you ask her?

## Big Question Exploration:

What would happen if you never  
tried new foods?

## Activity, continued



2. Have students count all the new foods that Lola tries in the book. List the foods on chart paper. Have students describe how the foods taste, feel and look.
3. Ask the class to remember a time when they didn't like a food, but later changed their mind. Have students describe any emotions they may feel about trying new foods: nervous, excited, scared, sad, happy, etc.
4. Remind students that all foods they eat were once new foods and that by trying new foods they can help their bodies grow, stay healthy and find new foods to like.

### Big Question Exploration

Think about how many new foods you have tried since you were a baby. What would happen if you never tried new foods?

Trying new foods means more favorite foods! Each new food provides our bodies with different things they need to stay healthy, like vitamins and minerals. The more foods you try, the more foods you will like!

### Multi-Level Applications

**Prekindergarten** – Have students draw a picture of a new food they want to try and help them spell the name of the food.

**Kindergarten** – Have students draw a picture of a new food they want to try and create a fun name for the food. Students should describe the picture and tell the fun name to a partner.

**1st Grade** – Have each student think of their favorite dinner foods. Write a dinner menu, creating fun new names for each food. Complete the sentence “I think my menu is \_\_\_\_\_” to describe the menu.

# Module 1: Adventures in New Foods

# Lesson 2: Mealtime Helpers

## Objectives

### Students will be able to:

- Describe the importance of mealtimes
- Identify what they can do to help at mealtime

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKR5,  
PKR9, PKW2, PKSL2

Kindergarten – KR1, KR3,  
KR9, KW2, KSL2

1st Grade – 1R1, 1R3, 1R9,  
1W2,1W7, 1SL2

### Materials and Setup:

- Picture of MyPlate
- “Zachary’s Dinnertime” by Lara Levinson
- Chart paper, markers
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will read a book about mealtime and different meals we can eat at mealtime. Ask the students what they like to eat at dinnertime with their families. Tell students that eating meals with their family is a chance to try new foods, cook and talk together and practice manners.



## Big Question Exploration:

How does mealtime help us  
try new foods?

# Activity

1. Read the book “Zachary’s Dinnertime” by Lara Levinson. Use the questions below to start a discussion:
  - a. What foods did Zachary try at his friend’s house? How are they alike and different? What food groups do you see?
  - b. How did Zachary feel about helping at dinnertime at the beginning of the book and at the end?
  - c. What can we do to help at dinnertime? Encourage students to mention setting the table, wiping the table, washing vegetables, cutting soft fruits and vegetables with a plastic knife, mashing soft fruits and vegetables and stirring foods with a spoon.
  - d. What do you know about the word “traditions?” Explain that the book is about traditions. Traditions are things we do that are passed from one generation to the next. Food traditions are an important part of our culture. Food traditions are present in many family gatherings, holidays and special occasions.

## Big Question Exploration

### How does mealtime help us try new foods?

Mealtimes are a great time to try new foods with our families and create new family traditions! Trying new foods means more favorite foods. Each new food provides our bodies what they need to stay healthy, such as vitamins and minerals.

## Multi-Level Applications

**Prekindergarten** – Have students draw a picture of what mealtime looks like at their house and tell them what they can do to help at mealtime.

**Kindergarten** – Have students draw a picture of their favorite family meal and write the names of the foods.

**1st Grade** – Have students draw a picture of what mealtime looks like at their house. Students should then write a sentence to describe the picture.



## Module 1: Adventures in New Foods

# Lesson 3: A Healthy Breakfast

### Objectives

#### Students will be able to:

- Describe the importance of eating a healthy breakfast every day
- Identify and describe healthy food choices for breakfast

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3,  
PKR5, PKR9, PKW2,  
PKSL1, PKSL2

Kindergarten – KR1,  
KR3, KR9, KW2, KSL2

1<sup>st</sup> Grade – 1R1, 1R3,  
1R9, 1W2, 1W7, 1SL2,  
NY-1.MD.4

#### Materials and Setup:

- Food cards
- “The Hatseller and the Monkeys: A West African Folktale” by Baba Wagué Diakrié
- School food breakfast menu (1st grade only)
- Paper, crayons

## Introduction

1. Tell the students that today they will learn about breakfast and what foods make a healthy breakfast.

## Activity

1. Ask students what time of day they eat breakfast. Ask how they feel when they wake up in the mornings. Do they feel hungry? Explain that breakfast is especially important because it is the first meal we eat after a long time without food during the night. Remind students that a healthy breakfast is offered at school for every student, every day.

## Big Question Exploration:

How can breakfast be a chance  
to try new foods?

## Activity, continued

2. Show a few of the food cards with foods that could be eaten for breakfast. Explain that these are healthy foods we can eat every day for breakfast. Ask students to name what foods they eat for breakfast. Help the class name foods that would not be healthy breakfast choices every day, such as doughnuts, sugary cereals, muffins and bacon.
3. Read the book “The Hatseller and the Monkeys: A West African Folktale” by Baba Wagué Diakrié. Use the questions below to start a discussion:
  - Why did BaMusa feel so tired and hungry?
  - What did BaMusa do to help him think of a better way to get his hats back?
  - How do you feel after you eat breakfast?
  - What fruits do you like to eat at breakfast?

### Big Question Exploration

How can breakfast be a chance to try new foods?

Breakfast is a fun meal to try new fruits (such as mangoes and berries), proteins (such as eggs) and grains (such as oatmeal and crunchy whole-grain cereals) that you may not have had before or have a chance to eat other times of the day. Trying new foods helps you find more favorite foods and provides a variety of nutrients for your body, such as vitamins and minerals.

### Multi-Level Applications

**Prekindergarten** – Have students draw a healthy breakfast and describe the picture to the class.

**Kindergarten** – Have students draw a healthy breakfast and write the names of the food.

**1st Grade** – Have students look at the school breakfast menu and create a chart representing all the different food groups represented.

## Module 1: Adventures in New Foods

# Lesson 4: Food Around the World

### Objectives

#### Students will be able to:

- Describe and identify foods traditions from a variety of cultures

#### New York State Next Generation Standards met:

Pre-K – PKR1 , PKR3, PKR5,  
PKR9, PKW2, PKW7, PKSL1,  
PKSL2, PKL5, NY-PK.G.4

Kindergarten – KR1, KR3,  
KR9, KW2, KSL1, KSL2

1st Grade – 1R1, 1R3, 1R9,  
1W2, 1W7, 1SL2

#### Materials and Setup:

- “Everybody Cooks Rice” by Norah Dooley
- Playdough (Pre-K only)
- Paper, crayons

## Introduction

1. Tell the students that today they will learn about food enjoyed by people around the world.

## Activity

1. Read the book “Everybody Cooks Rice” by Norah Dooley. Use the questions below to start a discussion:
  - a. What is different about how the rice is eaten?
  - b. What type rice have you tasted?
  - c. Point out the various cooking methods. What differences do you see in the way people in different cultures prepare rice?

## Big Question Exploration:

How can food traditions for  
different cultures help us try  
new foods?

## Activity, continued

2. Refer to the photos throughout the book. Review and discuss food traditions in different cultures:
  - a. Explain that the book illustrates traditions. Traditions are things we do that are passed from one generation to the next. For example, how we learn to prepare foods is a common tradition.
  - b. Food traditions are an important part of our culture. Food traditions are present in many family gatherings, holidays and special occasions.
  - c. Remind students that every country and culture has different food traditions.
3. On chart paper, write “Food Traditions.” Have students help you list any traditions they may have around food in their homes, such as during holidays, special meals or special occasions. Reflect as a class how foods they eat might be different from foods their friends’ families eat.



### Big Question Exploration

**How can food traditions from different cultures help us try new foods?**

Every culture offers unique food traditions with foods we may not have tried before! Trying foods from different cultures helps us explore exciting and fun new foods.

### Multi-Level Applications

**Prekindergarten** – Ask students to describe the shape of rice in the book. Provide students with playdough and have them roll the dough into long snakes. Then divide the dough into small round balls to roll them into rice.

**Kindergarten** – Have students draw a picture of rice they eat for holidays or special occasions, and describe the food to the class.

**1st Grade** – Have students create a bread book with drawings of rice from around the world and write about it.

# Module 1: Adventures in New Foods

# Lesson 5: Terrific Tastes

## Objectives

### Students will be able to:

- Describe the four tastes: sweet, salty, sour and bitter
- Identify foods that represent each taste

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKSL1

Kindergarten – KR1, KR3,  
KR4, KSL1

1st Grade – 1R1, 1R3, 1R4,  
1W2, 1SL1

### Materials and Setup:

- Food cards representing the four tastes (see chart on Page 20)
- Chart paper with a giant U representing a tongue and tiny dots for taste buds
- Taste Bud Pictures (Page 21) for each student
- My Taste Buds worksheet (Page 22) for each student
- Scissors, glue, markers, crayons

## Introduction

1. Ask students to name what we use to taste foods. Have them point to their tongue and nose. Have students try to guess how many taste buds a person has. Explain that we have thousands of taste buds on our tongue to help us taste foods.
2. Tell the students that today they will learn about taste buds and flavors.

## Activity

1. Ask students if they have ever tried a new food.

## Big Question Exploration:

What would happen when you try  
new foods if you didn't have any  
taste buds?

Teacher Note: Food tastings work great with this lesson! See Page 8 for tips.

## Activity, continued

2. Explain to the students that all foods we like were once new to us and some new foods eventually become favorite foods.
3. Show the chart paper of the tongue. Explain that we can detect four tastes with our tongues. Ask the students to describe these tastes. Write each taste (bitter, sweet, salty and sour) in each quadrant of the tongue as they name them.
4. Show a few food cards for each type of taste (sweet, salty, bitter and sour). Have students help you list/draw fruits and vegetables that have these onto the chart paper.

Sweet	Salty	Bitter	Sour
Strawberries	Pickles (cucumbers)	Parsley	Lemon
Bananas	Tomato sauce	Kale	Limes
Blueberries	French fries	Collards	Kiwi
Avocado	Celery	Bitter Melon	Grapefruit
Tomatoes	Cucumbers		Kumkwat
Sweet Peppers			

### Big Question Exploration

Think about how many taste buds you have on your tongue. What would happen when you try new foods if you didn't have any taste buds?

Our taste buds help us detect four tastes – bitter, sweet, sour and salty. Without our taste buds, we wouldn't be able to detect all of these wonderful flavors in new foods we try! Trying new foods is a fun way to try new flavors and learn to love more foods!

















## Multi-Level Applications

**Prekindergarten** – Have students cut out foods from Taste Bud Pictures (Page 21) and glue into each corresponding quadrant on My Taste Buds worksheet (Page 22).

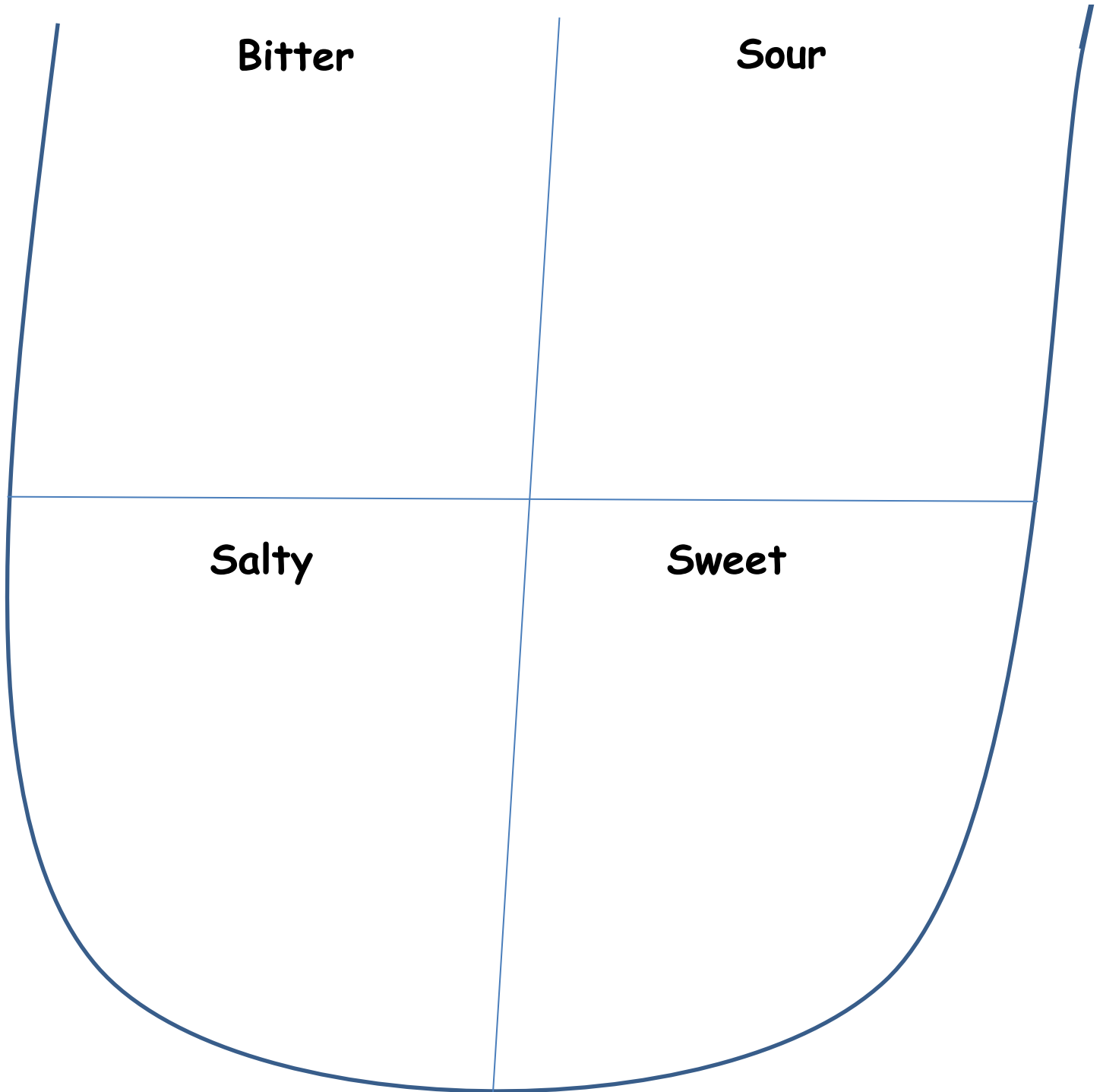
**Kindergarten** – Have students cut out foods from Taste Bud Pictures (Page 21) and glue into each corresponding quadrant on My Taste Buds worksheet (Page 22). Students should discuss with a partner which taste they taste most during the day and other foods that have these tastes.

**1st Grade** – Have students cut out foods from Taste Bud Pictures (Page 21) and glue into each corresponding quadrant on My Taste Buds worksheet (Page 22). Write a sentence about taste buds. Have students make predictions on how the foods will taste.

# Taste Bud Pictures

<p>Strawberries</p> 	<p>French Fries</p> 	<p>Celery</p> 	<p>Cucumber</p> 
<p>Banana</p> 	<p>Tomatoes</p> 	<p>Parsley</p> 	<p>Grapefruit</p> 
<p>Collards</p> 	<p>Lemon</p> 	<p>Avocado</p> 	<p>Sweet Pepper</p> 
<p>Limes</p> 	<p>Kiwi</p> 	<p>Kale</p> 	<p>Tomato Sauce</p> 

# My Taste Buds Worksheet



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# Module 2: Fantastic Food Groups

**Big Question: Why is it important to eat a variety of foods?**

- Lesson 1: Meet the Food Groups
- Lesson 2: Creating MyPlate
- Lesson 3: A Look at Pizza
- Lesson 4: Menu Building
- Lesson 5: Terrific Tastes



## Module 2: Fantastic Food Groups

# Lesson 1: Meet the Food Groups

### Objectives

#### Students will be able to:

1. Explain the importance of eating a variety of foods that fit into MyPlate
2. Identify the five food groups and describe food choices found in each group

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW2,  
PKSL1, PKSL2, PKL5, NY-PK.  
MD.2

Kindergarten – KR1, KR3,  
KSL1, KSL2, KL5, NY-K.MD.2,  
NY-K.MD.3

1st Grade – 1R1, 1R3, 1R9,  
1W7, 1SL1, 1SL2, NY-1.MD.4

#### Materials and Setup:

- Picture of MyPlate
- Food cards
- Weekly school lunch menu (1st grade only)
- Chart paper, markers
- Paper, crayons

## Introduction

1. Tell the students that today they will learn about sorting foods into the five food groups.
2. Show a picture of MyPlate. Ask students if they have ever seen this icon before, such as in the school cafeteria, and to describe what they see.
3. Explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.



## Big Question Exploration:

What does MyPlate remind  
us to do?

# Activity

1. Explain that MyPlate helps us think about building a healthy plate at meal times. MyPlate illustrates the five food groups using a place setting for a meal.
2. Ask the students to help sort and categorize the food cards into food groups. As they sort, list what they know about each food group on chart paper. Explain to the students that:
  - **Fruits and vegetables** grow from plants and come in many colors. Fruits and vegetables provide our bodies with what we need (vitamins, minerals and fiber) to help our bodies stay healthy and grow.
  - **Protein foods** help keep our muscles strong and help our bodies move. Some proteins come from animals (such as beef and chicken) and some come from plants (like peanut butter and beans).
  - **Grains** provide many things to keep our bodies healthy, especially energy for our bodies to run and play. Grains come from plants (like oats, wheat and rice) and are often made into flour to make other foods (like noodles, cereal and bread).
  - **Dairy** foods (like milk, cheese and yogurt) provide our bodies with calcium to help our bones and teeth stay strong.

## Big Question Exploration

What does MyPlate remind us to do?

MyPlate reminds us to eat healthy using the five food groups as building blocks for every meal.

## Multi-Level Applications

**Prekindergarten** – Have students describe and draw a food they want to try this week. Discuss how it fits onto MyPlate.

**Kindergarten** – Ask students to name and describe foods that they had for breakfast. As a class, discuss how these foods fit into a food group. Create a graph depicting how many foods from each food group the class had for breakfast. Discuss what groups might be missing.

**1st Grade** – Divide students into five groups and ask each group to review one day of the school lunch menu. Ask students to sort the foods into food groups. Discuss what groups might be missing and how they fit onto MyPlate.

## Module 2: Fantastic Food Groups

# Lesson 2: Creating MyPlate

### Objectives

#### Students will be able to:

1. Identify the five food groups and describe food choices found in each group
2. Explain how the five food groups help make a balanced meal

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKR5,  
PKR9, PKW2, PKSL2, PKL5, NY-  
PK. MD.2

Kindergarten – KR1, KR3,  
KR9, KSL1, KSL2, KL5, NY-  
K.MD.3

1st Grade – 1R1, 1R3, 1R9,  
1W2, 1SL2, 1W7,  
NY-1.MD.4

#### Materials and Setup:

- Picture of MyPlate
- “Bear Says Thanks” by Karma Wilson
- Creating MyPlate handout (Page 29)
- Food Cards
- Crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about creating a balanced meal using the five food groups.

## Activity

1. Read “Bear Says Thanks” by Karma Wilson. Have students describe the foods that each animal brought to the feast and name the food group it belongs to.

## Big Question Exploration:

What would happen if we only ate  
the same foods all the time?

## Activity, Continued

2. Discuss how many food groups are represented in the meal and which might be missing.
3. Ask students if they think this is a balanced meal. Explain that a balanced meal has a variety of foods from most of the food groups.



### Big Question Exploration

What would happen if we only ate the same foods all the time?

Eating a variety of foods helps our bodies get what they need from different foods, such as vitamins and minerals. If we only ate the same food all the time, our bodies would only be getting a small amount of the vitamins and minerals we need to grow and be strong. And our taste buds would be very bored!

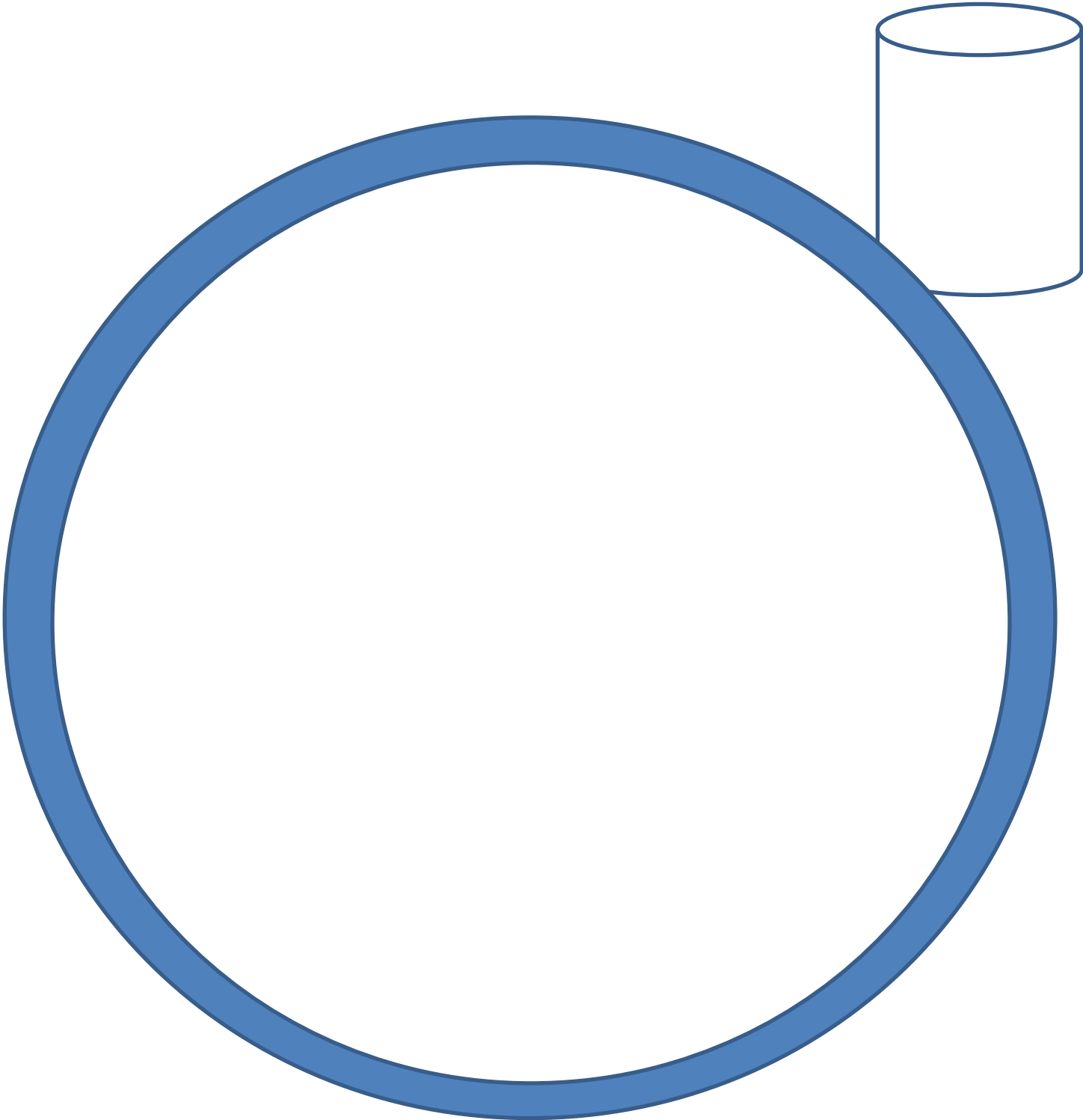
### Multi-Level Applications

**Prekindergarten** – Have students share if they have eaten the foods from the feast and draw pictures of the feast using the Creating MyPlate handout (Page 29).

**Kindergarten** – Divide the students into groups. Ask each group to create a meal using all the food groups. Have students draw the meal using the Creating MyPlate handout (Page 29).

**1st Grade** – Ask the students to create a healthy plate using the Creating MyPlate handout (Page 29). Encourage the students to make it balanced by representing most of the food groups. Write the menu on the back of the plate.

# Creating MyPlate







# Module 2: Fantastic Food Groups

# Lesson 3: A Look at Pizza

## Objectives

### Students will be able to:

1. Describe foods with more than one food group
2. Identify and describe food choices found in each food group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKR5,  
PKR9, PKSL1

Kindergarten – KR1, KR3,  
KR9, KW2, KSL1, KSL2

1st Grade – 1R1, 1R3, 1R9,  
NY-1.NBT.1, NY-1.G.1,  
NY-1.G.3

### Materials and Setup:

- Picture of MyPlate
- “The Pizza That We Made” by Joan Holub
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods that have more than one food group.

## Activity

1. Read the book “The Pizza That We Made” by Joan Holub.

## Big Question Exploration:

What foods do we eat that have more than one food group? How does this help us stay healthy?

## Activity, continued

2. Ask the students to identify all the food groups represented in the cheese pizza (vegetable group – peppers, tomatoes, tomato sauce, grain group – pizza dough, dairy group – cheese) and what food groups are missing (protein and fruit group).
3. Discuss what could be added to the meal to have all five food groups represented (such as chicken and a bowl of fruit).
4. Ask the students to name other foods they eat with multiple food groups (such as bean burritos, spaghetti and meatballs, and chicken stir-fry with vegetables and rice).



### Big Question Exploration

What foods do we eat that have more than one food group? How does this help us stay healthy?

Eating foods with more than one food group helps our bodies get different vitamins and minerals from each food to stay healthy.

## Multi-Level Applications

**Prekindergarten** – Discuss how the children made the pizza. As a class, list the steps and draw the ingredients. Ask students to describe how they might make the pizza at home.

**Kindergarten** – Ask students to describe how the children made the pizza. As a class, list the steps and draw the ingredients. Have students draw a picture of their own pizza. Encourage students to label the picture.

**1st Grade** – Discuss how the children made the dough. Ask students to imagine what the dough might feel like. Explain that the dough is elastic (like a rubber band) and the process of kneading and rolling the dough flat changes that elasticity. Ask students to draw a picture of the end shape of the dough and what happens when we cut the pizza in half and half again. Have students count the pieces and write the number.

# Module 2: Fantastic Food Groups

# Lesson 4: Menu Building

## Objectives

### Students will be able to:

1. Understand that we eat different foods each day of the week
2. Identify and describe food choices found in each food group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKR5,  
PKR9, PKSL1, PKSL2

Kindergarten – KR1, KR3,  
KR9, KW2

1st Grade – 1R1, 1R3, 1R9,  
1W1

### Materials and Setup:

- Picture of MyPlate
- Food cards
- “Today is Monday” by Eric Carle
- School breakfast or lunch menu
- My Healthy Feast worksheet (Page 35) for each student (K-1st grade only)
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about how to build a menu for the week.

## Activity

1. Read the book “Today is Monday” by Eric Carle. Ask the students to identify all the foods for each day of the week. Discuss what could be added to the meal to have all five food groups represented (*fruit*).

## Big Question Exploration:

Think about all the foods the animals brought to the feast. What would happen if they all brought the same thing?

## Activity, continued

2. Ask students what they know about menus. Explain that menus help us plan healthy meals for each day of the week.
3. Remind the students that their school creates a school breakfast and lunch menu for each month.
4. Show an example of a menu using the school menu. Examine some of the healthy food choices they have at school.



### Big Question Exploration

Think about all the different foods the animals brought to the feast. What would happen if they all brought the same thing?

It would be a boring feast! Our senses crave variety in the foods we eat – how they look, feel and taste! Eating a variety of foods provides our bodies with what they need to be healthy and grow strong, such as vitamins, minerals and fiber.

### Multi-Level Applications

**Prekindergarten** – Write the days of the week on chart paper. Create a menu for a “Healthy Class Feast” by naming healthy foods for each day of the week to bring to the feast.

**Kindergarten** – Ask students to create a “Healthy Class Feast” menu by drawing a food for each day to bring to the feast using the My Healthy Feast worksheet (Page 35). Write the name of each food.

**1st Grade** – Ask students to create a “Healthy Class Feast” menu by drawing a food for each day to bring to the feast using the My Healthy Feast worksheet (Page 35). Have students label the foods and describe the feast in a sentence. Encourage students to have all five food groups represented at the feast.

# My Healthy Feast

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



# Module 2: Fantastic Food Groups

# Lesson 5: Mapping Healthy Bodies

## Objectives

### Students will be able to:

1. Describe how foods help our bodies stay healthy
2. Identify and describe food choices found in each food group.

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW2,  
PKSL1, PKSL2

Kindergarten – KR1, KR3, KW2,  
KW7, KSL2

1st Grade – 1R1, 1R13, 1W1,  
1W7, 1SL2

### Materials and Setup:

- Picture of MyPlate
- Food cards
- Large paper for tracing child's silhouette
- My Healthy Body Map worksheet (Page 39) for each student
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell students that today they will make a body map with the foods that are important for them to eat.

## Activity

1. Trace a child's silhouette on the large sheet of paper. Have students take turns placing food cards on the body map.

## Big Question Exploration:

What would happen to our bodies  
if we didn't eat healthy foods?  
How would we feel?

## Activity, continued

2. As students place the food cards, identify which food group it belongs to and explain how that food helps the body:
  - Fruits, vegetables and grains provide vitamins, minerals and fiber, which help our bodies heal when we are hurt or sick, help our tummies digest everything we eat and keep our bodies healthy all over.
  - Dairy foods provide calcium and vitamin D to keep our bones and teeth healthy and strong.
  - Protein foods provide protein, vitamins and minerals for strong muscles.

### Big Question Exploration

What would happen to our bodies if we didn't eat healthy foods? How would we feel?

Eating unhealthy foods with too much fat and sugar make our bodies feel weak and sick. If we only ate these foods, our bodies wouldn't grow strong, we wouldn't do as well in school and we wouldn't have energy to run and play.

### Multi-Level Applications

**Prekindergarten** – Have students draw their favorite healthy food on My Healthy Body Map worksheet (page 39).

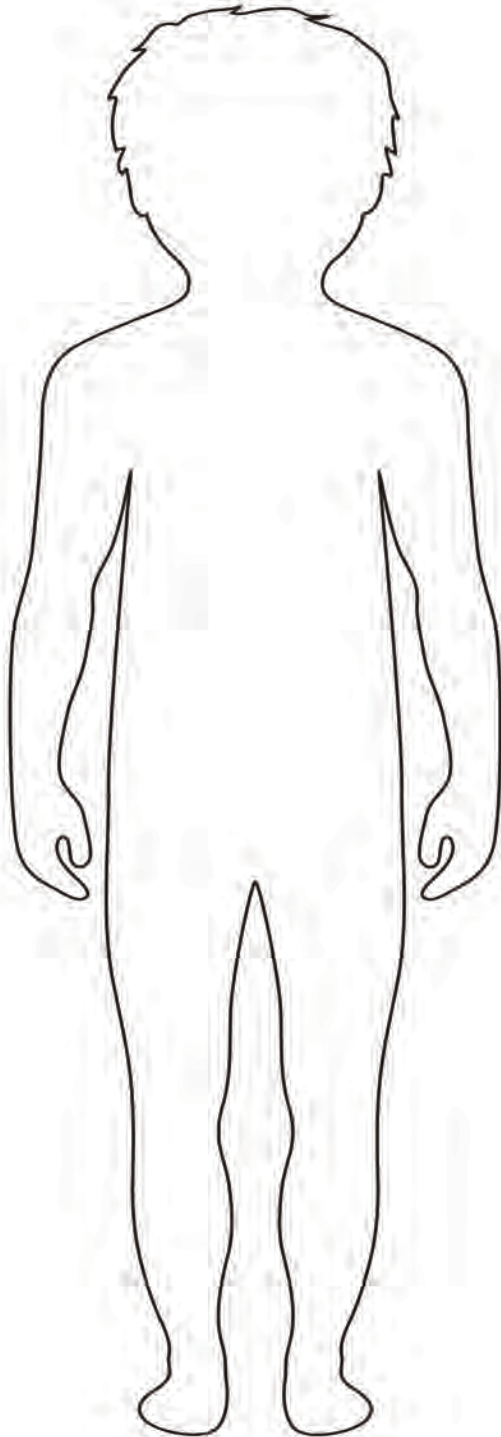
**Kindergarten** – Have students write three healthy foods on the My Healthy Body Map worksheet (page 39).

**1st Grade** – Have students write about healthy foods on the My Healthy Body Map worksheet (page 39). Encourage them to start with this sentence:

- I think healthy foods...



# My Healthy Body Map





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# Module 3: Bone Builders

Big Question: Why are dairy foods important?

Lesson 1: Delicious Dairy Foods

Lesson 2: From Cow to Carton

Lesson 3: The Bones inside You

Lesson 4: Healthy Drinks, Healthy Teeth

Lesson 5: Strong Skeletons



# Module 3: Bone Builders

# Lesson 1: Delicious Dairy Foods

## Objectives

### Students will be able to:

- Identify food choices within the dairy food group
- Describe the importance of eating foods from the dairy food group
- Understand that dairy foods contain the mineral calcium

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW1

Kindergarten – KR1, KR3,  
KSL2

1st Grade – 1R1, 1R3, 1W2,  
1SL1, 1SL2

### Materials and Setup:

- Picture of MyPlate
- Food cards
- Paper, crayons
- School lunch menu  
(1st grade only)

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods made from milk, which are called dairy foods and fit into the dairy food group.
3. Ask the students what they already know about dairy foods. Encourage students to mention that dairy foods are made from milk and usually come from cows, but can come from goats or sheep, too.

## Big Question Exploration:

What would happen to your bones and teeth if you never ate any foods with calcium?



## Activity

1. Show a few dairy food cards. Ask the students if they have ever tried them and ask them to describe how they taste.
2. Remind the students that many foods and beverages can come from milk, such as yogurt, cottage cheese and smoothies. Discuss the names, shapes and colors of the dairy foods.
3. Ask the children to touch their wrist bone. Explain that dairy foods provide our bodies with a mineral called calcium that helps keep our bones and teeth strong.

## Big Question Exploration

Think about the different types of foods high in calcium, such as milk, cheese, yogurt, dark leafy greens and nuts. What might happen to your bones and teeth if you never ate any foods rich in this mineral?

Eating foods high in calcium, such as dairy foods, helps us have strong teeth and bones. If we didn't eat any of these foods, our bones and teeth might become weak.

## Multi-Level Applications

**Prekindergarten** – Have each student draw a dairy food that they would like to try.

**Kindergarten** – Have students draw a dairy food they would like to try and write the name.

**1st Grade** – Divide the students into four groups. Have each group examine a school lunch menu and find dairy foods on the menu. Describe findings to the class.

# Module 3: Bone Builders

# Lesson 2: From Cow to Carton

## Objectives

### Students will be able to:

- Describe and identify food choices in the dairy food group
- Understand that milk can come from cows

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKSL2,  
NY-PK.CC.1, NY-PK.CC.3,  
NY-PK.CC.4

Kindergarten – KR1, KR3,  
KW2, KSL2

1st Grade – 1R1, 1R3, 1W2,  
1SL1, 1SL2

### Materials and Setup:

- Picture of MyPlate
- “Milk: From Cow to Carton” by Alik
- Chart paper, markers
- Paper, crayons
- All About Milk handout (Page 47) for each student (Pre-K only)

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will be learning about where milk comes from and how it is made into foods we eat, like yogurt and cheese.

## Activity

1. Read “Milk: From Cow to Carton” by Alik to the class. Encourage students to discuss the animals and equipment in the pictures.

## Big Question Exploration:

Why are dairy farms  
important?

## Activity, continued

2. Ask students to describe what they learned from the book. Write their descriptions under the heading 'Milk Facts' on chart paper. Encourage students to mention:

- Why milk is good for our bodies (contains good things like vitamins and minerals)
- Where milk comes from (cows that live on a farm and are milked daily)
- How it is prepared (cleaned and put into cartons on the dairy farm)
- Foods that can be produced (yogurt, cheese, ice cream, etc.)

### Big Question Exploration

Think about how milk is made. Why are dairy farms important?

Dairy farms provide a safe and healthy environment for cows to produce healthy milk.

### Multi-Level Applications

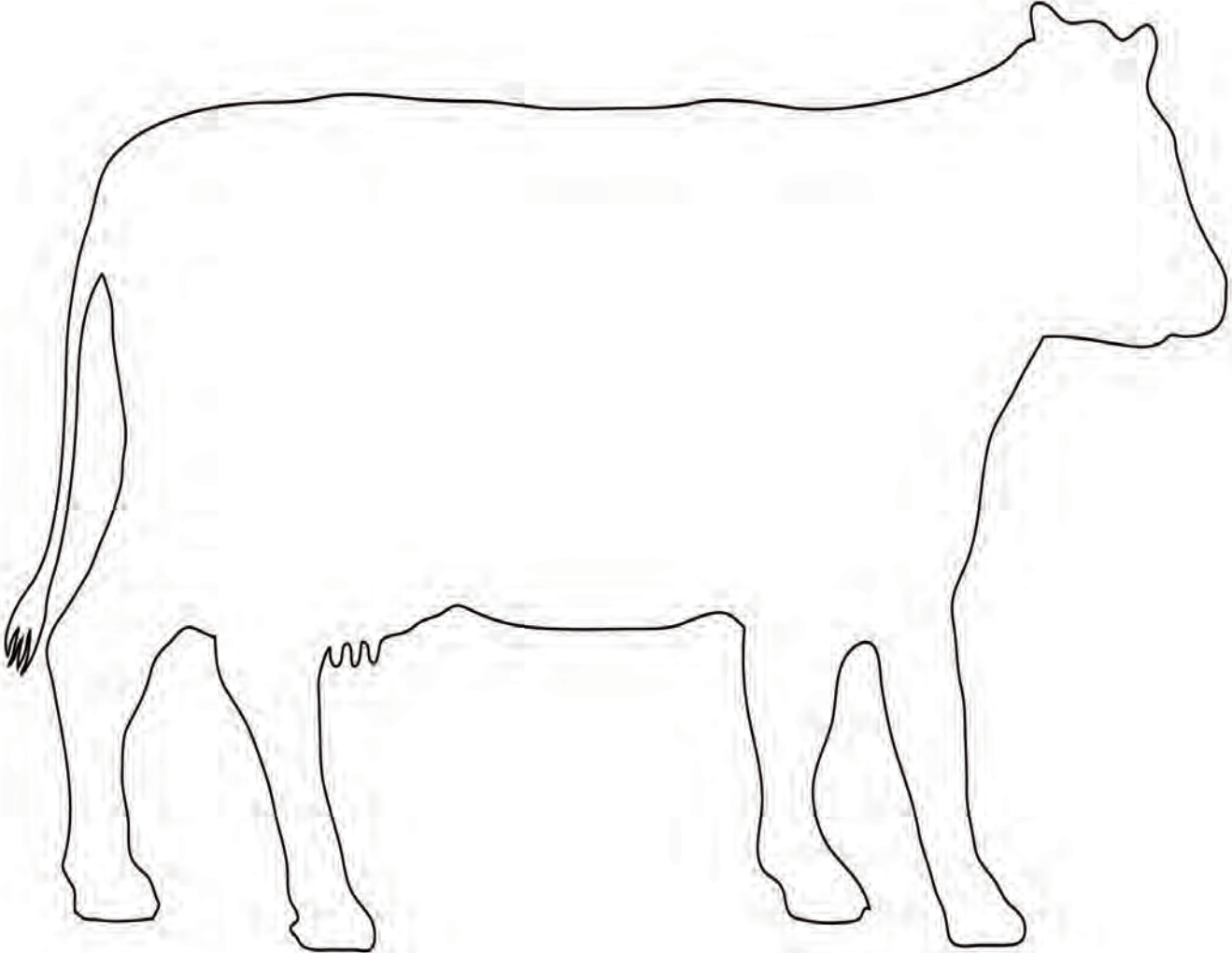
**Prekindergarten** – Have students glue black circles on the All About Milk handout (Page 47). Have students count the spots and dictate the number. Encourage students to draw pictures of other things they would see on a dairy farm.

**Kindergarten** – Have students draw a picture to reflect one fact about milk they learned from the book and label the picture.

**1st Grade** – Have students write about one milk fact they learned from the book.



# All About Milk



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# Module 3: Bone Builders

# Lesson 3: The Bones Inside You

## Objectives

### Students will be able to:

- Describe where bones are found in our body
- Understand that dairy foods contain the mineral calcium

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKSL2

Kindergarten – KR1, KR3,  
KSL2

1st Grade – 1R1, 1R3, 1W2,  
1SL1, 1SL2

### Materials and Setup:

- Picture of MyPlate
- “Bones” by Stephen Krensky
- Paper, crayons
- Song “Dem Bones” by the Delta Rhythm Boys and a music player (Pre-K)

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about bones and how dairy foods help keep them strong.



## Big Question Exploration:

How would our bodies look  
and function if we didn't  
have bones?

## Activity

1. Ask the students to touch their wrists, chins and knees. Explain that these are our bones.
2. Tell the students that dairy foods (such as milk, cheese and yogurt) provide our bodies with a mineral called calcium, which keeps our bones and teeth strong.
3. Read “Bones” by Stephen Krensky.
4. Ask students to discuss how they have grown since they were babies. Explain that bones in our bodies need a mineral called calcium to grow. Tell them that calcium is found in dairy foods.



### Big Question Exploration

**How would our bodies look and function if we didn't have bones?**

If we didn't have any bones, we would be like blobs or worms. Eating dairy foods helps us have strong teeth and bones by providing a mineral called calcium. If we didn't eat any dairy foods, our bones and teeth might become weak.

### Multi-Level Applications

**Prekindergarten** – Play the song “Dem Bones” for the class and have students dance around the room. Have students try to find all the bones mentioned in the song.

**Kindergarten** – Have students describe how bones look and feel. Write words up on the board or on a chart.

**1st Grade** – Have students draw a picture and write about how they have grown since they were babies.

## Module 3: Bone Builders

# Lesson 4: Healthy Drinks, Healthy Teeth

### Objectives

#### Students will be able to:

- Explain the importance of eating dairy foods for good dental health
- Understand that dairy foods contain the mineral calcium

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKSL2,  
NY-PK.CC.1

Kindergarten – KR1, KR3,  
KW2, KSL2

1st Grade – 1R1, 1R3, 1W2,  
1SL1, 1SL2

#### Materials and Setup:

- Picture of MyPlate
- Dental health poster
- Chart paper, markers
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Explain that the dairy food group contains foods made from milk. Ask the students what they already know about dairy foods.
3. Tell the students that today they will be learning about healthy teeth and how dairy foods help keep them strong.

## Big Question Exploration:

What can happen to our teeth if  
we drink a lot of soda and  
chocolate milk?

# Activity

1. Ask students to show you their teeth. Explain that dairy foods provide our bodies with a mineral called calcium, which helps keep our teeth strong.
2. Show students the dental health poster. Ask students to name what is the same and different in the two pictures.
3. Ask the students why they think the child's teeth look like they do in the picture.
  - a. Mention that drinking sugary beverages (including strawberry and chocolate milk, juice drinks, sweetened teas and soda) and eating sticky candy (like lollipops and gummies) are very damaging to our teeth and can cause tooth decay. If left untreated, tooth decay can cause pain. Once tooth decay develops, you need to visit the dentist or it will get worse.
4. Ask the students what we need to do to keep our teeth healthy and strong.
  - a. Explain that unflavored milk and water are the best drinks for keeping our teeth healthy. Regular brushing with fluoride toothpaste, flossing, and regular dental cleanings prevent cavities and keep our teeth healthy.

## Big Question Exploration

What can happen to our teeth if we drink a lot of beverages like soda and chocolate milk?

Drinking these beverages bathes our teeth with added sugar, which can cause tooth decay. Eating dairy foods and unsweetened beverages (like water and unflavored milk) help us have strong and healthy teeth.

## Multi-Level Applications

**Prekindergarten** – Write “Healthy Teeth Facts” on chart paper. Talk about how many teeth children have (20) and how many they will get as adults (32). Ask the children to talk about what they do to keep their teeth healthy.

**Kindergarten** – Have students draw their own healthy teeth facts that describe activities and foods that help keep teeth healthy, including healthy drinks and dairy foods. Have them describe the pictures to a partner.

**1st Grade** – Have students write or draw an “All About Teeth” page. Encourage them to include dairy foods and healthy drinks on their page.

# Module 3: Bone Builders

# Lesson 5: Strong Skeletons

## Objectives

### Students will be able to:

- Explain the importance of eating dairy foods
- Understand that dairy foods contain the mineral calcium

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKSL1

Kindergarten – KR1, KRL3,  
NY-K.CC.1, NY-K.CC.3

1st Grade – 1R1, 1R3, 1W2,  
NY-1.NBT.1

### Materials and Setup:

- Picture of MyPlate
- A slightly damp sponge
- Glue, black construction paper, dry pasta shapes (macaroni, bow-tie, penne and wheels)
- Chalk
- Picture of skeleton (Page 55)

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Explain that the dairy food group contains foods made from milk. Ask the students what they already know about dairy foods. Encourage students to mention that dairy foods are made from milk and usually come from cows, but can come from goats or sheep, too.
3. Tell the students that today they will learn about bones and how dairy foods help keep them strong.

## Big Question Exploration:

What would happen if we  
didn't have bones?

# Activity

1. Ask students to touch their wrist, chin and knee bones. Explain that dairy foods provide our bodies with a mineral called calcium that helps keep our bones and teeth strong.
2. Pass the sponge and a few pieces of the dried pasta around and ask students to describe how the sponge looks and feels compared to the dried pasta.
3. Explain that the sponge is soft and squishy with many holes. Ask the students what would happen if our bones were squishy like a sponge, instead of hard like dried pasta. Remind them that when we eat dairy foods, we are helping our bones stay strong.
4. Show a picture of the skeleton (Page 55). Ask students to describe what they see. Tell students that the skeleton provides the framework for our bodies to hold up our muscles.
5. Have students glue dried pasta onto black construction paper in the shape of a skeleton. Use macaroni for ribs, bow-tie for pelvis, penne for legs and wheels for the skull.



## Big Question Exploration

**What would happen if we didn't have bones?**

Bones are important for giving our body shape and we can't live without them. If we didn't have bones, our bodies would be like blobs, without anything to hold up our muscles. Eating dairy foods helps us have strong teeth and bones by providing a mineral called calcium. If we didn't eat any dairy foods, our bones and teeth might become squishy like a sponge.

## Multi-Level Applications

**Prekindergarten** – Have students describe their picture to a partner.

**Kindergarten** – Have students count the pieces of pasta used to make their skeleton and write the number.

**1st Grade** – Have students count the pieces of pasta used to make their skeleton and write the number. Discuss how many bones are in the human body (206) and how many more pieces of pasta they would need to make a complete skeleton.



# Human Skeleton







# Module 4: Tasty Fruit

Big Question: Why do our bodies need  
fruit every day?

- Lesson 1: Meet the Fruit Group
- Lesson 2: Fruit Rainbow
- Lesson 3: Fruit Salad
- Lesson 4: Compare and Contrast
- Lesson 5: Eating the Alphabet



## Module 4: Tasty Fruit

# Lesson 1: Meet the Fruit Group

### Objectives

#### Students will be able to:

1. Explain the importance of eating fruit every day
2. Identify and describe food choices found in the Fruit Group

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW2

Kindergarten – KR1, KR3,  
KR4, KW2, KSL1

1st Grade – 1R1, 1R3, 1W2

#### Materials and Setup:

- Picture of MyPlate
- Fruit food cards
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods that belong to the fruit group. Ask the students to tell you what they already know about fruits. Remind students that:
  - Eating fruit helps our bodies have energy, grow and stay healthy.
  - Fruits come from plants and have seeds.
  - Fruits often taste sweet.
  - We often eat fruits for breakfast, snacks and dessert.

## Big Question Exploration:

How does eating fruit make  
your body feel?



## Activity

1. Ask the students to name and describe the taste of any fruits they have tried (sweet, juicy, tangy, etc.). Show pictures using the food cards to encourage discussion.
2. Review the additional fruit food cards. Encourage students to describe the name, shape, color and size of the fruits. Ask the students to explain how some of the fruits are alike and different.
3. Explain that these foods belong in the fruit group.

## Big Question Exploration

Think about how you feel after you eat fruit. How does it make your body feel?

Eating fruit helps your body have energy to run and play. Eating fruit every day gives our bodies what they need to grow and stay healthy, like vitamins and minerals.

## Multi-Level Applications

**Prekindergarten** – Have students describe the color and shape of their favorite fruit and draw a picture of it.

**Kindergarten** – Have students name a fruit they want to try and practice writing the name of the fruit. Have students describe their favorite fruit to a partner.

**1st Grade** – Help the students choose a fruit and think of an animal that starts with the same letter (for example: banana and bear). Have each student draw a picture of the fruit and the animal and write the names. Take a movement break as a class to perform the movement of the animals.

# Module 4: Tasty Fruit

# Lesson 2: Fruit Rainbow

## Objectives

### Students will be able to:

1. Explain the importance of color in the fruits that we eat
2. Identify and describe food choices found in the Fruit Food Group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, NY-PK.MD.2

Kindergarten – KR1, KR3, KW2, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W2, NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Fruit food cards
- Chart paper, markers
- Copies of Fruit Cutouts worksheet for each student (Page 63)
- Copies of Rainbow Outline worksheet for each student (Page 64)
- Paper, crayons, scissors

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about all the colors of fruits that we eat. Ask the students to name some colorful fruits. Ask why they think it is good to eat fruits and vegetables of different colors. Encourage them to mention that they make our plates look yummy and that they help our bodies get what they need to be healthy in different ways.

## Big Question Exploration:

What “superpowers” can fruits provide for your body?

# Activity

1. Draw an outline of a rainbow on chart paper. Have the class help you mark the colors of the rainbow on your outline.
2. Show a few fruit food cards. Ask the students to describe the colors and any of the fruits they have tried.
3. Compare the colors to the student's favorite superheroes. Instead of x-ray vision or super strength, fruits have special powers that help our bodies have energy, grow and stay healthy.

**Teacher Note:** *Anthocyanins are special compounds found in plant foods that provide the bright red-orange to blue-violet colors of many fruits and vegetables. Research indicates that these compounds may protect our bodies from cardiovascular disease and cancer and increase cognitive function.*

4. Ask the students to help you build a fruit rainbow. Have the students match each fruit food card to each color on the rainbow. Build the rainbow together, talking about the different colors of the fruits.
5. Count the number of fruits on the rainbow as a class. If some colors have fewer fruits, have students help name additional fruits for that color.

## Big Question Exploration

What “superpowers” can fruits provide for your body?

Eating fruits everyday provides what our bodies need to have energy, grow and stay healthy, like vitamins, minerals and antioxidants.

## Multi-Level Applications

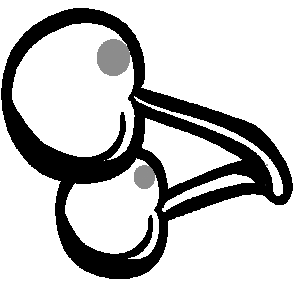
**Prekindergarten** – Have students color fruit cutouts (Page 63) and paste onto rainbow outline to create their own fruit rainbow (page 64).

**Kindergarten** – Have students color the Fruit Cutouts (Page 63) and paste them onto the rainbow outline to create their own fruit rainbow (Page 64). Write the names of the colors found on the rainbow.

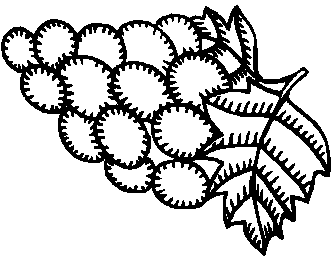
**1st Grade** – Have students pick one fruit from the Fruit Rainbow to draw and describe using the following sentences:

1. My favorite fruit is \_\_\_\_\_.
2. My favorite fruit is \_\_\_\_\_ (color) like a \_\_\_\_\_.

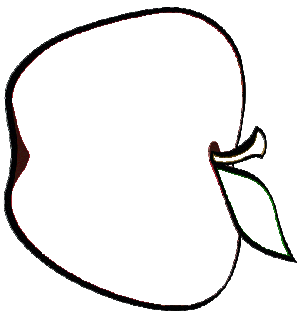




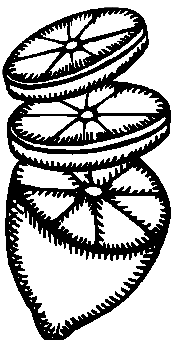
Cherries



Green Grapes



Red Apple



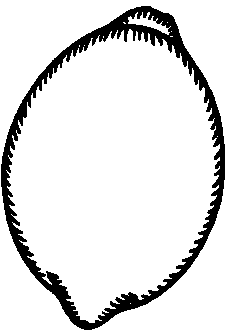
Lime



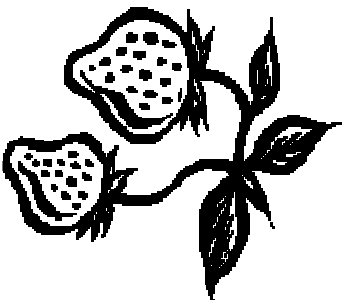
Plums



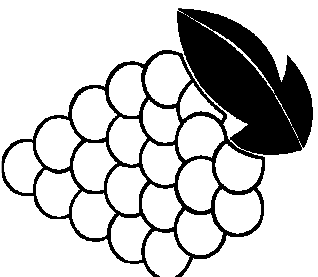
Blackberries



Lemon



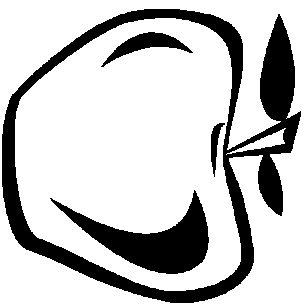
Strawberries



Purple Grapes



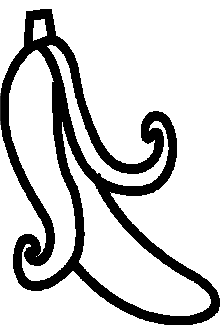
Blueberries



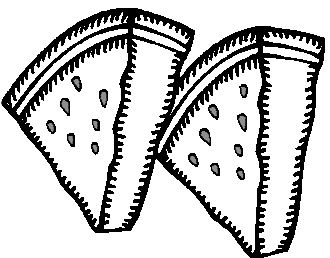
Green Apple



Oranges



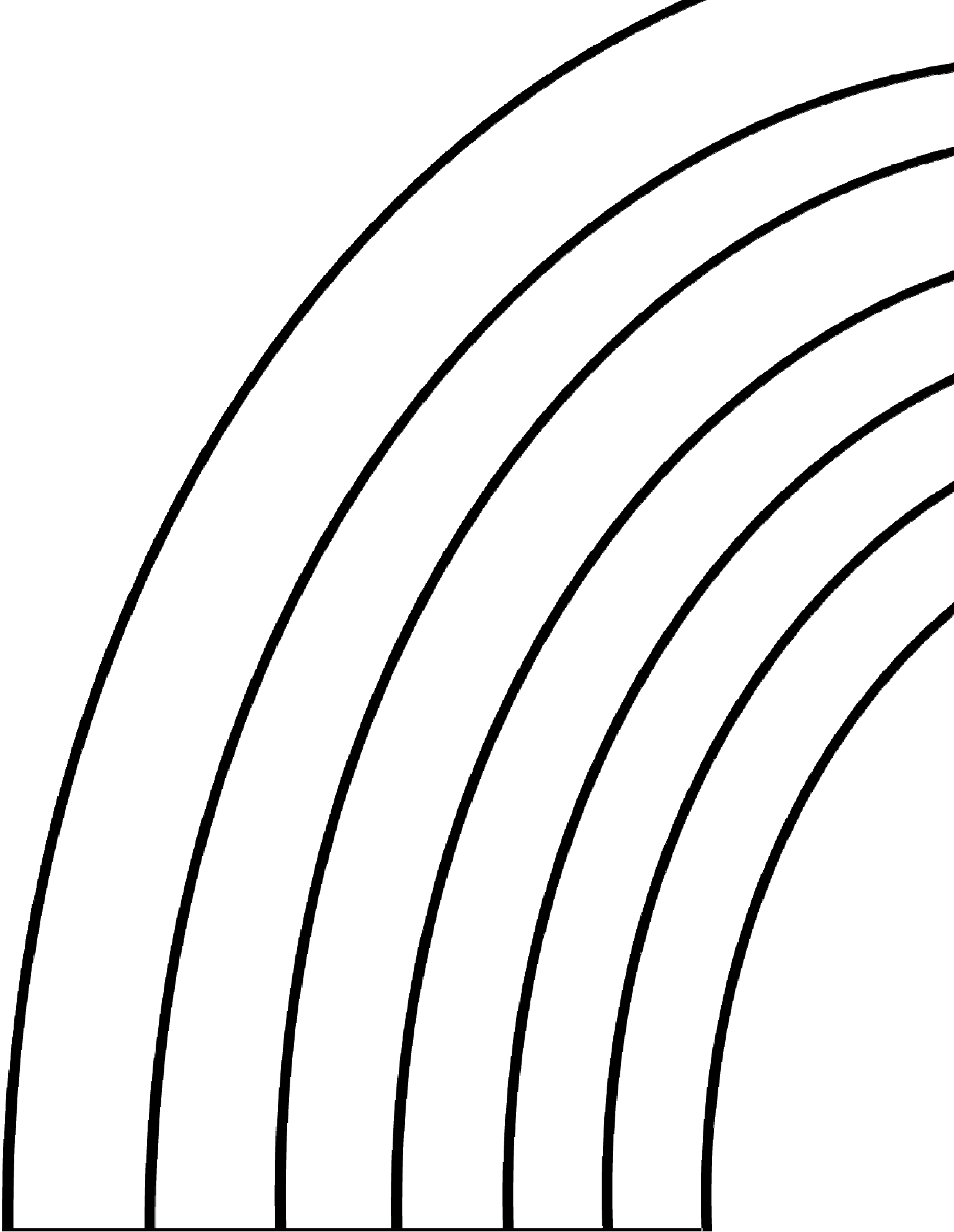
Banana



Watermelon



Peaches



# Module 4: Tasty Fruit

# Lesson 3: Fruit Salad

## Objectives

### Students will be able to:

1. Explain the importance of eating colorful fruits each day
2. Identify and describe food choices found in the Fruit Food Group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKR5, PKR9, PKW2, PKSL1, PKSL2, NY-PK.CC.1

Kindergarten – KR1, KR3, KR9, KW2, KSL2, NY-K.CC.1

1st Grade – 1R1, 1R3, 1R9, 1W2, 1W6, 1W7, 1SL2, NY-1.NBT.4

### Materials and Setup:

- Picture of MyPlate
- “End of the Rainbow Fruit Salad” by Eluka Moore, Larry Puzniak and Marianne Welsh
- Fruit food cards
- Chart paper, markers
- Paper, crayons, scissors

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about the fruits that we eat. Review what the class already knows about fruits. Explain that fruits help our bodies have energy, grow and stay healthy.

## Big Question Exploration:

Why should we eat colorful fruits every day?

# Activity

1. Read “End of the Rainbow Fruit Salad” by Eluka Moore, Larry Puzniak and Marianne Welsh.
2. Ask students to describe what fruits they see in the salad. Encourage students to share what they know about these fruits. Discuss the shapes, colors and different textures of the fruits.
3. Ask the students to describe a time when they thought they didn’t like a fruit, but then tried it and thought it was yummy.
4. Count the fruits used to make the salad. Ask the children what fruits they would add to the salad if they made it at home.



## Big Question Exploration

Think about all the different and amazing fruits in the Rainbow Fruit Salad. Why should we eat colorful fruits like these every day?

Eating a variety of colorful fruits gives our bodies with what they need to grow healthy and strong, like vitamins, minerals, antioxidants and fiber.

## Multi-Level Applications

**Prekindergarten** – Trace the shape of a fruit from the fruit salad for each student. Have students color, cut out and describe their picture.

**Kindergarten** – Have students create a “Fruit Salad” picture by drawing five fruits in a bowl. Encourage the students to create a fun name for the salad and write it on the picture.

**1st Grade** – Discuss the recipe for the fruit salad and explain how to list the ingredients. Have students write a recipe for their own fruit salad.

# Module 4: Tasty Fruit

# Lesson 4: Compare and Contrast

## Objectives

### Students will be able to:

1. Compare how fruits can be alike and different
2. Identify and describe food choices found in the Fruit Food Group

### New York State Next Generation Standards met:

Pre-K – PKL5, NY-PK.CC.1  
NY-PK.MD.2, NY-PK.G.3

Kindergarten – KW2, NY-K.CC.1, NY-K.MD.3

1st Grade – 1W2, NY-1.NBT.1  
NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Fruit food cards
- Chart paper
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will be investigators by comparing two fruits to find out how they are the same and different.

## Activity

1. On chart paper, make three columns labeled as “Apple,” “Both” and “Strawberry.”

## Big Question Exploration:

Think about apples and strawberries.  
What is special about each?

## Activity, continued

2. Show pictures of the apple and strawberry food cards. Ask the students to describe what they know about each fruit. Encourage them to think about how and where each fruit grows, how they taste and how we eat them.
3. As a class, create a comparison chart. Have the students decide what things about each fruit are the same and different.

Apples	Both	Strawberries
Red, green or yellow	Fruits	Grow on a vine
Crunchy	Red	We can eat the seeds
Round	Have stems	Shaped like a heart
Hard	Have seeds	Soft
We can eat the skin	Can have leaves	Bumpy
Grow on a tree	Grow in New York state	Harvested in the summer
Grow in an orchard	Can go in pies	Tiny seeds
Have a core	Taste sweet	
We can't eat the seeds	Are good for our bodies	
Smooth		
Harvested in the fall		

### Big Question Exploration

Think about apples and strawberries. What is special about each?

Each fruit gives our bodies what they need to stay healthy and strong, including vitamins, minerals, antioxidants and fiber.

### Multi-Level Applications

**Prekindergarten** – Have students count how many things are the same and different for each fruit.

**Kindergarten** – Have students draw a picture of an apple and strawberry on the same page. Have students write one word from the comparison chart to describe each fruit.

**1st Grade** – Have students write a sentence describing each fruit:

Apples are/have/can \_\_\_\_\_.

Strawberries are/have/can \_\_\_\_\_.

## Module 4: Tasty Fruit

# Lesson 5: Eating the Alphabet

### Objectives

#### Students will be able to:

1. Describe a variety of fruits
2. Identify and describe food choices found in the fruit food group

#### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKRL5,  
PKR9, PKW2, PKSL1, PKSL2,  
NY-PK.MD.2

Kindergarten – KR1, KR3,  
KR9, KSL2, KL5, NY-K.MD.3

1st Grade – 1R1, 1R3, 1R9,  
1W2, 1SL2, NY-1.MD.4

#### Materials and Setup:

- Picture of MyPlate
- “Eating the Alphabet: Fruits and Vegetables from A to Z” by Lois Ehlert
- Chart paper, markers
- Paper, crayons

### Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about a variety of fruits and the first letter in the name of those fruits.
3. Ask the children to tell you why eating fruits is important for our bodies. Explain that colorful fruits help our bodies have energy, grow and stay healthy.

## Big Question Exploration:

Why is it important to eat so many  
different kinds of fruits?

## Activity

1. Read “Eating the Alphabet: Fruits and Vegetables from A to Z” by Lois Ehlert. Ask students to describe the size, colors and shapes of the foods and discuss how the fruits and vegetables are the same and different.
2. As a class, identify 10-15 fruits in the book and list them on chart paper. If students need help determining if a food is a fruit or vegetable, explain that fruits have seeds and are usually sweet.



**Teacher Note:** Some foods, such as tomatoes, squash, cucumbers and peppers, are botanically the “fruit” of the plant, but are classified as vegetables due to the nutrients they provide.

### Big Question Exploration

Think about all the fruits in the book. Why is it important to eat so many different kinds of fruits?

Each fruit gives our bodies what they need to stay healthy and strong, like vitamins, minerals, antioxidants and fiber.

### Multi-Level Applications

**Prekindergarten** – Have students draw a picture of their favorite fruit from the book and practice writing the first letter of the name of the fruit.

**Kindergarten** – Have students graph the fruits discussed in the book by how many students have tasted each fruit. Discuss other ways to graph the fruits.

**1st Grade** – Have students create a “Fruit Menu” for the week by writing the name of one fruit for each day of the week. Encourage students to describe when they would eat these fruits.





# Module 5: Super Vegetables

Big Question: Why are vegetables good  
for our bodies?

- Lesson 1: Name that Vegetable
- Lesson 2: Growing Vegetable Soup
- Lesson 3: New York Vegetables
- Lesson 4: Parts of the Plant
- Lesson 5: Pablo's Salsa



# Module 5: Super Vegetables

# Lesson 1: Name that Vegetable

## Objectives

### Students will be able to:

1. Explain the importance of eating vegetables every day
2. Identify and describe food choices found in the vegetable food group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
NY-PK.CC.1, NY-PK.CC.5, NY-  
PK.MD.2

Kindergarten – KR1, KR3,  
KR4, KW2, KL5, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W2,  
NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Vegetable food cards
- Brown paper bag
- Paper, crayons, pencils

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods that belong to the vegetable food group. Explain that:
  - Eating vegetables helps our bodies have energy, grow and stay healthy.
  - Vegetables come in many colors and shapes.
  - Colorful vegetables provide a lot of vitamins to help our bodies stay strong.

## Big Question Exploration:

What would happen if we didn't eat  
any vegetables?

# Activity

1. Choose two vegetable food cards and ask students to what food group they belong. Review the remaining cards. Discuss the name, shape, color and size of the vegetables. Ask the students to describe the taste of any of the vegetables they have tried (sweet, sour, crunchy, juicy, tangy, etc.). Ask the students to compare and contrast the vegetables; how are they the same and different?
2. Place one of the vegetable cards into a brown paper bag without letting the students see which vegetable is on the card. Explain to the class that you have one of the vegetable cards in the bag. Ask the students to listen closely as you describe the vegetable (such as color, shape and size) and give clues about how it grows and how we eat it. Ask the class to guess which vegetable you are describing. Take the card out of the bag to show the class the vegetable. Discuss other adjectives we could use to describe the vegetable. Repeat with other cards as time allows.\*

## Big Question Exploration

What would happen if we didn't eat any vegetables?

Eating a variety of foods, including vegetables, helps our bodies get the vitamins and minerals we need to grow. Some vitamins and minerals are only found in vegetables!

## Multi-Level Applications

**Prekindergarten** – As a class, sort the vegetables by color and make a graph depicting the results.

**Kindergarten** – Have students name a vegetable that starts with the same letter as their first name or is the same color as their shirt. Draw a picture of a vegetable they want to try and write the letter.

**1st Grade** – Have students pick a vegetable they want to try and write three sentences about it using adjectives from the activity.

*\*Activity adapted from the Eat Well Play Hard in Child Care Settings Curriculum*  
<https://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs.htm>

# Module 5: Super Vegetables

# Lesson 2: Growing Vegetable Soup

## Objectives

### Students will be able to:

1. Describe what vegetables need to grow
2. Identify and describe food choices found in the vegetable food group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
PKR9, PKSL2, NY-PK.CC.1,  
NY-PK.CC.5, NY-PK.MD.2

Kindergarten – KR1, KR3, KR4,  
KR9, KW2, KSL2

1st Grade – 1R1, 1R3, 1R9,  
1W2, 1W6, 1W7, 1SL2

### Materials and Setup:

- Picture of MyPlate
- “Growing Vegetable Soup” by Lois Ehlert
- Chart paper, markers (Pre-K only)
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods that belong to the vegetable food group. Explain that:
  - Eating vegetables helps our bodies have energy, grow and stay healthy.
  - Vegetables come in many colors and shapes.
  - Colorful vegetables provide a lot of vitamins to help our bodies stay strong.

## Big Question Exploration:

Why are vegetable gardens  
important?

# Activity

1. Tell the students that today they will learn about how vegetables grow and read a book about vegetable soup.
2. Read “Growing Vegetable Soup” by Lois Ehlert. Discuss the name, shape, color and size of the vegetables. Ask the students to describe the taste of any of the vegetables they have tried (sweet, sour, crunchy, juicy, tangy, etc.).
3. Ask students to describe what they know about how vegetables grow. Explain that vegetables grow and are harvested in gardens, pots and farms.
4. Discuss that vegetables start from a seed and need water, light, soil, space and air to grow.



## Big Question Exploration

Think about what you see in a vegetable garden. Why are vegetable gardens important?

Growing vegetables helps the environment and us. Eating vegetables every day is important to help our bodies grow strong and be healthy.

## Multi-Level Applications

**Prekindergarten** – Ask students to help you make a chart of the vegetables in the book by color. Count how many vegetables are in the soup.

**Kindergarten** – Talk about recipes and how we use them. Have students draw the ingredients for their own vegetable soup recipe to make at home.

**1st Grade** – Talk about recipes and how we use them. Have students write their own recipe for vegetable soup.

# Module 5: Super Vegetables

# Lesson 3: New York Vegetables

## Objectives

### Students will be able to:

1. Explain the importance of eating vegetables every day
2. Describe the steps taken to grow and distribute vegetables
3. Identify vegetables grown in New York

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW1

Kindergarten – KR1, KR3, KW2

1st Grade – 1R1, 1R3, 1W2,  
NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Garden cards
- My New York Vegetable Map worksheet (Page 79) for each student
- Vegetables Grown in New York chart (Page 80)
- These Vegetables Grow in New York worksheet (Page 82) for each student
- Chart paper, markers
- Crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods that belong to the vegetable food group. Explain that:
  - Eating vegetables helps our bodies have energy, grow and stay healthy.
  - Vegetables come in many colors and shapes.
  - Colorful vegetables especially provide vitamins to help our bodies stay strong.

## Big Question Exploration:

Why is it better to eat food grown  
closer to our homes?

# Activity

1. Ask students to describe what they know about where vegetables grow. Explain that vegetables grow and are harvested in gardens, pots and farms. Show a few of the Garden Cards. Ask students what they might see on a farm or in a garden.
2. Show a map of New York (Page 79). Encourage students to tell you what they know about maps and to point out where New York City is on the map. Discuss the growing season and climate in New York. Ask students to name vegetables they think can grow in New York. Refer to the Vegetables Grown in New York chart (Page 80) for guidance. Talk about how these vegetables are also found at farmers markets throughout the city.
3. Have students describe what they know about how vegetables travel from the farm to our table. Discuss how food might travel if it came from a local farm in New York versus a farm farther away in California.

## Big Question Exploration

Think about the steps it takes for food to travel from the farm to our table. Why is it better to eat food grown closer to our homes?

Food that grows close to home is fresher and has a shorter distance to travel. Food that travels a shorter distance requires less energy from trucks and trains to move the food, which is better for our environment (less pollution).

## Multi-Level Applications

**Prekindergarten** – Have students draw a picture of a vegetable grown in New York on the map worksheet (Page 79).

**Kindergarten** – Have students draw and label a vegetable grown in New York on the map worksheet (Page 79).

**1st Grade** – Have students list vegetables grown in New York on the These Vegetables Grow in New York worksheet (Page 82). Discuss average temperature during growing months. Compare to average growing temperatures in warmer states. Ask students to share if they have tasted these vegetables.



# My New York Vegetable Map



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# Vegetables Grown in New York



Many vegetables grow in New York State. Check out your local farmers market to find these vegetables grown close to home.

Vegetables												
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Asparagus					Harvest	Harvest						
Beans , Dry	Extended	Extended	Extended	Extended	Extended	Extended	Extended	Extended	Harvest	Harvest	Harvest	Harvest
Beans, Lima									Harvest	Harvest		
Beans, Snap							Harvest	Harvest	Harvest	Harvest		
Beets	Extended	Extended				Harvest	Harvest	Harvest	Harvest	Harvest	Harvest	Extended
Beet Greens					Harvest	Harvest	Harvest	Harvest	Harvest			
Broccoli						Harvest	Harvest	Harvest	Harvest	Harvest	Harvest	
Brussel Sprouts									Harvest	Harvest	Harvest	
Cabbage	Extended	Extended	Extended			Harvest	Harvest	Harvest	Harvest	Harvest	Harvest	Harvest
Carrots	Extended	Extended	Extended	Extended			Harvest	Harvest	Harvest	Harvest	Harvest	Extended
Cauliflower								Harvest	Harvest	Harvest	Harvest	
Celery								Harvest	Harvest	Harvest	Harvest	
Collard Greens							Harvest	Harvest	Harvest	Harvest	Harvest	Harvest
Corn								Harvest	Harvest	Harvest	Harvest	
Cucumbers								Harvest	Harvest	Harvest	Harvest	
Eggplant								Harvest	Harvest	Harvest	Harvest	

Vegetables continued on next page.



Harvest Period



Extended Availability Period

# Vegetables, continued





	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Garlic						Harvest Period	Harvest Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	
Herbs	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Extended Availability Period	Extended Availability Period
Kale									Harvest Period	Harvest Period	Harvest Period	
Leeks								Harvest Period	Harvest Period	Harvest Period	Extended Availability Period	Extended Availability Period
Lettuce					Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period		
Mustard Greens						Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	
Onions	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Extended Availability Period
Parsnips	Extended Availability Period	Extended Availability Period	Extended Availability Period	Harvest Period	Harvest Period					Harvest Period	Harvest Period	Harvest Period
Peppers							Harvest Period	Harvest Period	Harvest Period	Harvest Period		
Potatoes	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Extended Availability Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Extended Availability Period	Extended Availability Period
Pumpkins									Harvest Period	Harvest Period	Extended Availability Period	
Radishes					Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period			
Rhubarb					Harvest Period	Harvest Period	Harvest Period					
Spinach					Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period		
Squash, Summer						Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period		
Squash, Winter	Extended Availability Period	Extended Availability Period						Harvest Period	Harvest Period	Harvest Period	Harvest Period	Extended Availability Period
Swiss Chard						Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period		
Tomatoes						Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period		
Turnips	Extended Availability Period	Extended Availability Period	Extended Availability Period					Harvest Period	Harvest Period	Harvest Period	Harvest Period	Extended Availability Period
Turnip Greens					Harvest Period	Harvest Period	Harvest Period	Harvest Period				
Zucchini						Harvest Period	Harvest Period	Harvest Period	Harvest Period	Harvest Period		

 Harvest Period
  Extended Availability Period

# These Vegetables Grow in New York.



**Write the name of each vegetable.**

# Module 5: Super Vegetables

# Lesson 4: Parts of the Plant

## Objectives

### Students will be able to:

1. Describe where vegetables grow and parts of the plant that we eat
2. Identify and describe food choices found in the vegetable food group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKRL3

Kindergarten – KR1, KR3,  
KSL1, KSL2, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W2,  
NY-1.MD.4

### Materials and Setup:

- Parts of the Plant cards
- Chart paper, markers
- Tape, scissors
- Paper cut into 3x5 inch pieces, one for each student (1st grade only)

## Introduction

1. Tell the students that today they will learn about the parts of the plant that we eat and where vegetables grow.

## Activity

1. Ask students to describe what they know about where vegetables grow. Encourage students to mention that vegetables grow and are harvested in gardens, pots and farms.
2. Explain that plants start with a seed and need water, sun, soil, space and air to grow. Explain that vegetables grow in different ways and come from different parts of the plant.

## Big Question Exploration:

Think about which vegetables you love to eat. Why are they important?

## Activity, continued

### 3. Show Parts of the Plant Cards.

**Teacher Note:** Some foods, such as tomatoes, squash, cucumbers and peppers, are botanically the “fruit” of the plant, but are classified as vegetables due to the nutrients they provide. Vegetables can come from any part of the plant; fruits (such as apples, plums and strawberries) can only come from the fruit part of the plant, are usually sweet and have seeds.

### 4. Help students remember the parts of the plant by using their bodies:

- Roots (feet) grow underground and take food and water from the soil. Some examples of root vegetables are carrots, onions, beets and potatoes.
- Stems (legs) grow above ground and carry food and water to all parts of the plant. Some examples of stem vegetables are celery, asparagus and rhubarb.
- Flowers (head) grow above ground and produce the seed of the plant. Some examples of flower vegetables are broccoli and cauliflower.

### Big Question Exploration

Think about which vegetables you love to eat. Why are they important?

Eating vegetables every day is important to help our bodies grow strong and be healthy.

## Multi-Level Applications

**Prekindergarten** – Review parts of the plant by having children sing and move to the tune of “Head, Shoulders, Knees and Toes,” but using the lyrics below:

Flowers [touch head], leaves [touch arms],  
stems [touch legs] and roots [touch feet],  
Stems and roots  
Flowers, leaves, stems and roots,  
Stems and roots  
Fruits [wiggle hands] like cucumbers  
We love to eat!  
Flowers, leaves, stems and roots,  
Stems and roots!

**Kindergarten** – Ask students to help you draw a vegetable garden. Using chart paper, draw a line to separate underground from above ground. Have students name their favorite vegetables and describe where they grow in the garden.

**1st Grade** – Have students write their favorite vegetable on a small piece of paper cut into 3x5 inch size. On chart paper, draw a line representing underground and above ground for a vegetable garden. Have students tape their paper above or below ground and describe which part of the plant it belongs to.

# Module 5: Super Vegetables

# Lesson 5: Pablo's Salsa

## Objectives

### Students will be able to:

1. Use math skills to count vegetables
2. Identify and describe food choices found in the vegetable food group

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
PKR9, NY-PK.CC.1,  
NY-PK.MD.2

Kindergarten – KR1, KR3,  
KR9, NY-K.CC.1

1st Grade – 1R1, 1R3, 1RL9,  
NY-1.NBT.1, NY-1.OA.1

### Materials and Setup:

- Picture of MyPlate
- “Count on Pablo” by Barbara deRubertis

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about foods that belong to the vegetable food group. Explain that:
  - Eating vegetables helps our bodies have energy, grow and stay healthy
  - Vegetables come in many colors and shapes
  - Colorful vegetables provide a lot of vitamins to help our bodies stay strong

## Big Question Exploration:

Think about which vegetables you love to eat. Why are they important?

# Activity

1. Tell the students that today they will count vegetables and read a book about making salsa.
2. Ask students to describe where we can buy vegetables. Explain that vegetables can be bought in stores and at farmers markets. At farmers markets, farmers bring foods (like fruits and vegetables) directly from their farm for people to buy.
3. Read “Count on Pablo” by Barbara deRubertis. Use the questions below to discuss the book:
  - What is Pablo doing to help Abuela get ready for the market?
  - How is Abuela counting on Pablo?
  - What vegetables did Pablo wash before going to market? What do you think they taste like?



## Big Question Exploration

Think about what ingredients Pablo put in the salsa. Why are they important to our bodies?

Each vegetable provides different vitamins and minerals for our bodies to help us have energy, grow strong and be healthy.

## Multi-Level Applications

**Prekindergarten** – Ask students to help you count the vegetables Pablo washes before going to market. Create a chart representing the vegetables in the salsa.

**Kindergarten** – Ask students to practice skip counting the vegetables by twos, fives and tens.

**1st Grade** – Ask students to practice skip counting the vegetables by twos, fives and tens. As a class, figure out how many of each ingredient would be needed to double the recipe.





# Module 6: Garden Wonders

Big Question: Why are plants important to our bodies and our environment?

- Lesson 1: All Our Fruits and Vegetables
- Lesson 2: From Seed to Plant
- Lesson 3: From Farm to Table
- Lesson 4: Plants on My Plate
- Lesson 5: Garden Mural



# Module 6: Garden Wonders

# Lesson 1: All Our Fruits and Vegetables

## Objectives

### Students will be able to:

1. Explain that fruits and vegetables can grow in a garden
2. Describe what things plants need to grow

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5, PKR9, PKSL2

Kindergarten – KR1, KR3, KR9, KW2, KSL2

1st Grade – 1R1, 1R3, 1R9, 1W2, 1W6, 1W7, 1SL2

### Materials and Setup:

- Garden Cards
- “Rainbow Stew” by Cathryn Falwell or “10 Hungry Rabbits” by Anita Lobel
- Chart paper, markers
- Paper, crayons, pencils

## Introduction

1. Tell the students that today they will learn about how fruits and vegetables grow. Ask the students what they know about where and how fruits and vegetables grow.
2. Show a few of the garden cards and explain that fruits and vegetables are grown on a farm or in a garden. Explain that fruits and vegetables start from a seed and need soil, water, air, space and sun to grow.

## Activity

1. Read the book “Rainbow Stew” by Cathryn Falwell or “10 Hungry Rabbits” by Anita Lobel.

## Big Question Exploration:

What fruits and vegetables would you plant in your garden? How could you tell the plants were alive?

## Activity, continued

2. As you read the book, ask the students to name some of the vegetables growing in the garden and discuss what the vegetables need to grow.
3. Ask the students to describe the colors, shapes and sizes of the vegetables harvested.



### Big Question Exploration

**What fruits and vegetables would you plant in your garden? How could you tell the plants were alive?**

There are many fruits and vegetables you could plant in your garden. Just pick your favorites! Fruit and vegetable plants need water, soil, sun, air and space to grow. Bright green leaves coming up through the soil and continued growth of the fruits and vegetables are signs of a living plant.

### Multi-Level Applications

**Prekindergarten** – As a class, draw a picture of a vegetable growing in the garden. Have students name what it needs to grow (such as water, soil and sun). Label the objects in the picture.

**Kindergarten** – Have students draw a picture of a vegetable growing in a garden and write the name. Encourage students to include what the vegetable needs to grow (such as water, soil and sun) in the picture.

**1st Grade** – Have students write the sequence for growing a vegetable. Encourage students to include what the vegetable needs to grow (such as seed, water, soil, sun, air and space).

# Module 6: Garden Wonders

# Lesson 2: From Seed to Plant

## Objectives

### Students will be able to:

1. Explain how plants grow from a seed and identify parts of the plant
2. Identify and describe what things plants need to grow

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW2,  
PKSL2

Kindergarten – KR1, KR3,  
KW2, KSL2

1st Grade – 1R1, 1R3, 1W2,  
1SL2

### Materials and Setup:

- “Seed to Plant” by Kristin Baird Rattini or “Seed, Soil, Sun: The Earth’s Recipe for Food” by Cris Peterson
- Parts of the Plant cards
- Paper, crayons, pencils
- Scissors, glue

## Introduction

1. Tell the students that today they will learn about plants and how they grow.
2. Show a few examples of plants we eat using the Parts of the Plant cards. Ask the students what they know about what plants need to grow. Explain that many foods we eat come from plants, such as fruits, vegetables and grains.

## Activity

1. Read the book “Seed to Plant” by Kristin Baird Rattini or “Seed, Soil, Sun: The Earth’s Recipe for Food” by Cris Peterson.
2. Discuss the parts of the plant and how seeds grow.

## Big Question Exploration:

What plants do you see around you?  
How do they help make our bodies and  
the earth healthy?

## Activity, continued

2. Explain that most plants start as a seed, then grow into a baby plant (called a seedling), and continue to grow bigger and bigger. Explain that plants need soil, water, food, sunlight, air and space to grow.
3. Describe the parts of the plants. Ask the children to recall how we can use our bodies to remember the parts of a plant (roots: feet, stems: body/legs, leaves: arms).
4. Ask the children to give examples of foods they eat that come from plants (such a fruits, vegetables and grains). Tell students that plants not only keep our bodies healthy by producing food for us to eat, they also provide oxygen for the air we breathe.

### Big Question Exploration

What plants do you see around you? How do they help make our bodies and the earth healthy?

Plants are all around us! Parks, gardens and farms all have plants that help keep our bodies healthy by producing oxygen for us to breathe and foods, like fruits and vegetables, for us to eat!

### Multi-Level Applications

**Prekindergarten** – Have students draw a picture of what a seed needs to grow. Use paper to cut small circles. Have students draw a picture of soil and glue the circles on the soil to represent planted seeds. Have them add sun and water to the picture.

**Kindergarten** – Have students name three things they learned about seeds and plants. Draw a picture of something they learned about plants.

**1st Grade** – Have students draw a plant and label the parts of the plant. Write the name of the plant. Have them add sunlight and water to the picture.

# Module 6: Garden Wonders

# Lesson 3: From Farm to Table

## Objectives

### Students will be able to:

1. Explain that fruits and vegetables can grow on a farm
2. Describe how fruits and vegetable travel from a farm to our table

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
NY-PK.MD.2

Kindergarten – KR1, KR3,  
KL5, NY-K.CC.1, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W2,  
1W6, 1W7, NY-1.MD.4

### Materials and Setup:

- Garden cards
- Chart paper, markers
- Farm to Table Pictures for each student (Page 95)
- Farm to Table Map for each student (Page 96)
- Paper, crayons, pencils, glue

## Introduction

1. Tell the students that today they will learn about how fruits and vegetables grow and travel to our plate.
2. Show a few of the garden cards and explain that fruits and vegetables are grown on a farm or in a garden. Mention that fruits and vegetables start as a seed and need soil, water, space, air and sun to grow.
3. Ask the students to describe where food goes after it grows. Help them describe the places where food is purchased, such as a supermarket, bodega or farmers market.

## Big Question Exploration:

Think about all the steps it takes for food to travel from the farm to our table. What would happen to the number of steps if you bought fruits and vegetables from a farmers market?

# Activity

1. Show the Farm to Table Pictures. Ask the students to help you map how fruits and vegetables travel from the farm to our table. Use chart paper to list the steps:
  - a. Planting the seeds on a farm
  - b. Harvesting the fruits and vegetables
  - c. Delivering to a store or farmer's market
  - d. Eating the fruits and vegetables
2. Show the Farm to Table Pictures. As a class, describe each picture. Explain that foods harvested closer to where they are eaten have shorter delivery times and use less energy and resources for transportation.
3. Have each student glue pictures from the Farm to Table Pictures (Page 99) onto the Farm to Table Map (Page 100) by matching the pictures to the correct quadrant.

## Big Question Exploration

Think about all the steps it takes for food to travel from a farm to our table. What would happen to the number of steps if you bought fruits and vegetables from a farmers market?

The number of steps would decrease! Buying food grown locally reduces the amount of time and effort it takes for the food to travel. If we buy food at a farmers market, we are buying directly from a farm close to New York City.

## Multi-Level Applications

**Prekindergarten** – As a class, discuss foods that come from a farm, such as fruits and vegetables. Encourage students to share if they eat these foods.

**Kindergarten** – As a class, count the steps it takes for food to travel from farm to plate. Discuss how processing of some foods, such as making juice from whole fruit, would require additional steps.

**1st Grade** – Write the steps that food travels from farm to plate on the back of the quadrant map.



# Farm to Table Pictures



# Farm to Table Map

Planting on the  
Farm

Harvesting

The Store

Our Plates

# Module 6: Garden Wonders

# Lesson 4: Plants on My Plate

## Objectives

### Students will be able to:

1. Understand that plants provide food
2. Understand that the fruits and vegetables we eat are parts of plants

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKW2,  
PKSL2

Kindergarten – KR1, KR3,  
KW2, KSL2

1st Grade – 1R1, 1R3, 1W1,  
1SL2

### Materials and Setup:

- Parts of the Plant cards
- “Up, Down and Around” by Katherine Ayres
- Paper
- Crayons
- Pencils

## Introduction

1. Tell the students that today they will learn about the parts of the plant that we eat.
2. Show a few of the Parts of the Plant cards and explain that plants have different parts, just like our bodies (roots: feet, stems: body/legs, leaves: arms, flowers: head, hands: fruit). Ask the students to name what a plant needs to grow. Explain that plants grow from a seed and need soil, light, water, air and space to grow.

## Activity

1. Read the book “Up, Down and Around” by Katherine Ayres.
2. Ask students to describe what plants they see in the garden.

## Big Question Exploration:

What would happen if we  
didn't grow any vegetables?

## Activity, continued

2. Encourage students to share what they know about these plants. Have students tell you what the book was about and give examples of what they learned.
3. Ask the students to name some other plants that they like to eat and determine if it is a root, stem, seed or flower. Explain that vegetables we eat can be any part of the plant, but the fruits we eat are only the fruit of the plant.

**Teacher Note:** Some foods, such as tomatoes, squash, cucumbers and peppers, are botanically the “fruit” of the plant but are classified as vegetables due to the nutrients they provide.

4. Remind students that eating a variety of plants, like fruits and vegetables, keep our bodies healthy and strong.

### Big Question Exploration

What would happen if we didn't grow any vegetables?

If we didn't grow any vegetables, our bodies wouldn't be able to get all the nutrients we need to grow. Growing vegetables provides yummy food that is healthy for our bodies, oxygen for the air we breathe and food for other plants and animals.

### Multi-Level Applications

**Prekindergarten** – Have students draw a picture of their favorite vegetable, including the roots and leaves. Help students label each part of the picture.

**Kindergarten** – Have students think about their favorite foods for dinner, including at least one vegetable or fruit. Draw a picture of the meal and write the menu on the back of the page. Encourage students to describe which parts of the plant they see on the plate.

**1st Grade** – Have students write a new page for the book, starting with the sentence “I think plants on my plate \_\_\_\_\_.” Encourage students to write two or three more sentences about their favorite plants to eat.

# Module 6: Garden Wonders

# Lesson 5: Garden Mural

## Objectives

Students will be able to:

1. Understand where fruits and vegetables grow
2. Understand that the fruits and vegetables we eat are parts of plants

**New York State Next Generation Standards met:**

Pre-K – PKR1, PKR3, PKW2, PKSL1, NY-PK.MD.2

Kindergarten – KR1, KR3, KW2, NY-K.CC.1, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W1, 1SL2, NY-1.MD.4

## Materials and Setup:

- Long roll of paper with two lines across the length to represent the soil of your garden and the horizon
- Food cards
- Glue, tape, scissors
- Paper, crayons, pencils, markers
- Where Do Fruits and Vegetables Grow chart (Page 101)

## Introduction

1. Tell the students that today they will create a fruit and vegetable garden mural.

## Activity

1. Show the fruit and vegetable food cards and ask the students to describe where they grow. Use the Where Do Fruits and Vegetables Grow chart (Page 101) for reference.



## Big Question Exploration:

Why is it important for fruits and vegetables to grow in different places (underground, on the ground, on bushes and vines)?

## Activity, continued

2. Explain that fruit can grow on trees (such as apples, bananas and peaches), vines (such as grapes, watermelons and strawberries) and bushes (such as raspberries, blueberries and blackberries).
3. Explain that vegetables can grow on vines (such as cucumbers, tomatoes and peppers), on the ground (such as lettuce, broccoli and collards) or underground (such as carrots, onions and potatoes).
4. Have each student draw a picture of a fruit and vegetable they would like to try and place it on the class mural.
5. As a class, name all the fruits and vegetables on the mural.

### Big Question Exploration

**Why is it important for fruits and vegetables to grow in different places (underground, on the ground, on bushes and vines)?**

Each living plant provides special things to the environment where it is grown. Plants provide oxygen for the air we breathe, nutrients for the soil, and food for other animals and plants. Having plants grow in different areas of our environment is important for those areas to have a healthy ecosystem.

### Multi-Level Applications

**Prekindergarten** – Discuss the different shapes, sizes and colors they see on the mural. Have each student describe his or her picture.

**Kindergarten** – As a class, create an “I’ve Tried It” chart and count how many students have tried each fruit and vegetable in the garden.

**1st Grade** – Divide the class into four groups: underground, on the ground, bushes, vines. Have each group write a list of additional fruits and vegetables that grow in their part of the garden.

# Where Do Fruits and Vegetables Grow?

## On Bushes:

### *Fruits*

Blueberries  
Raspberries  
Blackberries

## On Trees:

### *Fruits*

Apples  
Pears  
Limes  
Lemons  
Mangoes  
Bananas  
Peaches  
Cherries  
Plums  
Avocados

## On the Ground:

### *Vegetables*

Beet Greens  
Lettuce  
Spinach  
Swiss Chard  
Collards  
Cauliflower  
Broccoli  
Kale  
Asparagus  
Cabbage  
Carrot Tops

## On Vines:

### *Fruits*

Grapes  
Melons  
Strawberries

### *Vegetables*

Cucumbers  
Tomatoes  
Zucchini  
Summer Squash  
Pumpkins  
Peppers  
Eggplant  
Beans

## Underground:

### *Vegetables*

Carrots  
Turnips  
Parsnips  
Onions  
Potatoes  
Beets









# Module 7: Smart Snacks

Big Question: Why is it important to eat healthy snacks?

- Lesson 1: Healthy Snacks
- Lesson 2: Everyday and Sometimes Foods
- Lesson 3: Choosing Smart Snacks
- Lesson 4: Snack Detectives
- Lesson 5: Healthy Snack Mural



# Module 7: Smart Snacks

# Lesson 1: Healthy Snacks

## Objectives

### Students will be able to:

1. Identify and describe healthy snacks

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5, PKR9, PKW2, PKL5

Kindergarten – KR1, KR3, KR9, KW2, KL5

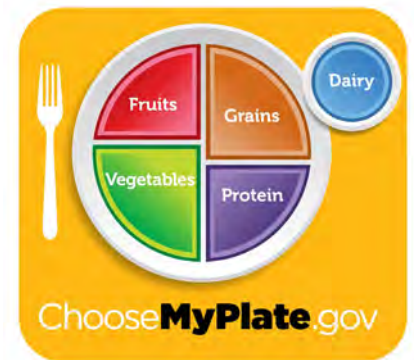
1st Grade – 1R1, 1R3, 1R9, 1W2, 1SL2

### Materials and Setup:

- Picture of MyPlate
- “Go, Go, Grapes! A Fruit Chant” by April Pulley Sayre or “Edible Colors” by Jennifer Vogel Boss
- Chart paper, markers
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will learn about healthy snacks.



## Big Question Exploration:

Why are fruits great healthy snacks?

# Activity

1. Ask the students to tell you what they know about healthy snacks. Explain that:
  - Healthy snacks are made of fruits, vegetables, dairy foods (such as milk and yogurt), whole grains (such as whole grain breads and cereals) and lean proteins (such as peanut butter, lean meats and beans) in their least processed form.
  - Snacks are small portions eaten between meals.
  - Snacks can be a combination of foods from different food groups.
  - Healthy snacks are not cookies, fruit gummies or candies.
2. Read “Go, Go, Grapes! A Fruit Chant” by April Pulley Sayre or “Edible Colors” by Jennifer Vogel Boss. Ask students to describe the size, colors and shapes of the foods. Ask the students what makes these snacks healthy.
3. Discuss other foods that can be healthy snacks, such as whole-grain cereal, cut-up vegetables and low-fat yogurt. Encourage students to discuss how healthy snacks can come from various food groups.

## Big Question Exploration

Think about all the fruits in the book. Why are fruits great healthy snacks?

Each fruit provides our body with important nutrients to stay healthy, like vitamins, minerals and fiber. Eating a variety of healthy snacks like fruit gives our bodies energy to run and play!

## Multi-Level Applications

**Prekindergarten** – Have students draw a picture of their favorite healthy snack from the book and practice writing the first letter of the name of the snack.

**Kindergarten** – Have students create a “Healthy Snack Menu” for the week by writing the name of one snack for each day of the week. Encourage students to describe when they would eat these snacks.

**1st Grade** – Have students create a “Healthy Snack Menu” for the week by writing the name of one snack for each day of the week. Have students write a sentence to describe when they would eat these snacks.

# Module 7: Smart Snacks

# Lesson 2: Everyday and Sometimes Foods

## Objectives:

### Students will be able to:

1. Describe healthy snacks to eat every day
2. Identify and describe “everyday” and “sometimes” foods

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
PKW2, NY-PK.MD.2

Kindergarten – KR1, KR3,  
KW2, KL5, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W2,  
NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Food cards
- Pictures or empty packages of candy, cookies, cake, ice cream, fruit leathers
- My “Everyday” Foods worksheet (Page 109)
- Crayons

## Introduction

1. Tell the students that today they will learn about healthy snacks and how they can be eaten regularly as “everyday foods,” rather than “sometimes foods.”
2. Ask the students to describe a healthy snack. Explain that healthy snacks are “everyday foods” eaten between meals so we don’t get too hungry. Show some examples of “everyday foods” using the food cards.



## Big Question Exploration:

Think about how we see snacks advertised in a store and on TV. Why do you think so many are found in packages?

# Activity

1. Explain that “everyday foods” are foods from the five food groups that provide our bodies with what they need to grow and stay strong, like vitamins and minerals. These are foods that we can eat every day. Examples include fruits and vegetables, milk and yogurt, whole-grain bread and peanut butter, whole-grain cereals and milk, nuts, cheese and whole-grain crackers.
2. Explain that “sometimes foods” are foods you can eat once in a while but may have too much sugar, salt or fat. Eating too much sugar, salt and fat is not good for our health and does not help our bodies grow. That means we should only eat them once in a while, not every day. Examples include chips, cookies, ice cream, fruit gummies, cake, French fries, juice drinks, fruit leathers and roll-ups.
3. Provide the students with food cards and some pictures or packages of “sometimes foods.” Have them sort the foods into “everyday foods” and “sometimes foods”. Discuss as a class how the foods are different (i.e. made in a factory versus grown in a garden).

## Big Question Exploration

Think about how we see snacks advertised in a store and on TV. Why do you think so many are found in packages?

Many unhealthy snacks have bright colors and fun packaging to target children. These snacks are usually a very processed version of food in its natural state (like strawberry gummies versus a fresh strawberry) with added sugar, salt and fat. We should try to eat healthy snacks to provide more of what our bodies need (vitamins, minerals and fiber) and less of what our bodies don't need (too much sugar, salt and fat).

## Multi-Level Applications

**Prekindergarten** – Have students draw a picture of their favorite healthy snack on the My Everyday Foods worksheet (Page 109) and tell them why it is healthy.

**Kindergarten** – Have students draw a picture of their favorite healthy snack on the My Everyday Foods worksheet (Page 109) and write the name of the food.

**1st Grade** – Have students draw a picture of their favorite healthy snack on the My Everyday Foods worksheet (Page 109) and write a sentence describing the snack.

I think “everyday snacks” are \_\_\_\_\_.

# My Everyday Foods





# Module 7: Smart Snacks

# Lesson 3: Choosing Smart Snacks

## Objectives

### Students will be able to:

1. Identify and describe healthy snacks
2. Create a healthy snack using two different food groups

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
NY-PK.CC.1, NY-PK.MD.2

Kindergarten – KR1, KR3,  
KL5, NY-K.CC.1, NY-K.MD.3

1st Grade – 1R1, 1R3, 1W2,  
1W6, 1W7, NY-1.NBT.1,  
NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Food cards
- Chart paper, tape
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy. Explain that eating foods from all the food groups is important for healthy bodies.
2. Ask the students to describe a healthy snack. Encourage the students to mention:
  - Snacks are small portions eaten between meals.
  - Healthy snacks can be fruits, vegetables, dairy foods (such as milk and yogurt), whole grains (such as whole grain breads and cereals) and lean proteins (such as peanut butter, lean meats and beans) in their least processed form.
  - Snacks can be a combination of foods from different food groups.
  - Healthy snacks are not fruit gummies, cookies or candies.

## Big Question Exploration:

Where can you find healthy  
snacks?

# Activity

1. Tell the students that today they will learn about building healthy snacks using two different food groups.
2. Place food cards representing each food group on desks throughout the room. Tell the students that they will be playing a game to create five healthy snacks using foods from two different food groups. Tape the created snack onto chart paper. Examples include:

<b>Milk and whole-grain crackers</b>	Yogurt and fruit
<b>Nuts and fruit</b>	Milk or yogurt and fruit for a smoothie
<b>Cheese and vegetables (such as carrot sticks)</b>	Whole-grain cereal and milk
<b>Whole-grain bread and peanut butter</b>	Peanut butter and apples
<b>Beans and whole-grain tortilla</b>	Whole-grain tortilla with hummus

3. Remind students that healthy snacks provide our bodies with what they need to grow strong and be healthy, like vitamins, minerals and fiber.

## Big Question Exploration

**Where can you find healthy snacks?**

We can ask our families to help us find healthy snacks at corner stores, fruit and vegetable carts and in grocery stores. We can ask our families to help us eat them every day by packing them for snacks to eat when we are not at home. It is important to eat healthy snacks to keep our bodies healthy and strong.

## Multi-Level Applications

**Prekindergarten** – Have students count how many snacks the class created. Choosing five of these snacks, create a healthy snack menu for the school week.

**Kindergarten** – Have students count the number of food groups represented in the healthy snacks and create a graph. Discuss other ways to graph the snacks.

**1st Grade** – Have students count the number of ingredients represented in the healthy snacks and write a shopping list.

# Module 7: Smart Snacks

# Lesson 4: Snack Detectives

## Objectives

### Students will be able to:

1. Identify and describe healthy snacks
2. Identify food groups represented in a healthy snack

### New York State Next Generation Standards met:

Pre-K – PKR1, PKR3, PKL5,  
NY-PK.CC.1, NY-PK.MD.2

Kindergarten – KR1, KR3,  
KSL1, KL5, NY-K.CC.1, NY-  
K.MD.3

1st Grade – 1R1, 1R3, 1W2,  
NY-1.NBT.4, NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Snack Art Pictures (Pages 115- 117)
- Chart paper, tape
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy.



- Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will be detectives trying to find all the food groups in a healthy snack.
  3. Remind students that healthy snacks provide our bodies with what they need to grow strong and be healthy, like vitamins, minerals and fiber.

## Big Question Exploration:

Why is it important to eat a variety of healthy snacks from different food groups?

# Activity

1. Ask the students to describe a healthy snack and give some examples. Encourage the students to mention:
  - Snacks are small portions eaten between meals.
  - Healthy snacks are fruits, vegetables, dairy foods (such as milk and yogurt), whole grains (such as whole grain breads and cereals) and lean proteins (such as peanut butter, lean meats and beans) in their least processed form.
  - Snacks can be a combination of foods from different food groups.
  - Healthy snacks are not fruit gummies, cookies or candies.
2. Divide the class into three groups. Give each group a Snack Art picture (Pages 115-117).
3. Ask students to be detectives and search for all the food groups they see in the snack.

## Big Question Exploration

**Why is it important to eat a variety of healthy snacks from different food groups?**

**Eating a variety of healthy snacks from different food groups provides our bodies with what they need to grow healthy and strong.**

## Multi-Level Applications

**Prekindergarten** – Have students count how many food groups they find in the Snack Art Pictures and name the foods. Have students name the colors of the snacks and explain why they are healthy.

**Kindergarten** – Have students count how many food groups they find in the Snack Art Pictures and name the foods. Have students name the colors of the snacks and explain why they are healthy.

**1st Grade** – Have students count the number of food groups and name the foods represented in the Snack Art Pictures. Create an “All About Snacks” page using adjectives to describe healthy snacks.



Snack Art Picture



Snack Art Picture



Snack Art Picture





# Module 7: Smart Snacks

# Lesson 5: Healthy Snack Mural

## Objectives

### Students will be able to:

1. Identify and describe healthy snacks
2. Explain how healthy snacks help our bodies grow and stay strong

### New York State Next Generation Standards met:

Pre-K – PKW2, PKL5, NY-  
PK.MD.2

Kindergarten – KW2, KL5,  
NY-K.MD.3

1st Grade – 1W2, NY-1.MD.4

### Materials and Setup:

- Picture of MyPlate
- Food cards
- Chart paper, tape
- Paper, crayons

## Introduction

1. Show a picture of MyPlate and explain that all foods fit into five food groups: fruits, vegetables, grains, proteins and dairy.



- Explain that eating many types of foods from all the food groups is important for our bodies to grow strong and be healthy.
2. Tell the students that today they will be creating a healthy snack mural showing places to find healthy snacks.
3. Remind students that healthy snacks provide our bodies with what they need to grow strong and be healthy, like vitamins, minerals and fiber.

## Big Question Exploration:

Why is it important for your neighborhood to have many businesses selling healthy snacks?

# Activity

1. Ask the students to describe a healthy snack and give some examples.

Encourage the students to mention:

- Snacks are small portions eaten between meals.
  - Healthy snacks are fruits, vegetables, dairy foods (such as milk and yogurt), whole grains (such as whole grain breads and cereals) and lean proteins (such as peanut butter, lean meats and beans) in their least processed form.
  - Snacks can be combination of foods from different food groups.
  - Healthy snacks are not fruit gummies, cookies or candies.
2. On the chart paper, draw places in the neighborhood to find healthy snacks. Include the following: local convenience stores, bodegas, delis, local grocery stores, school cafeterias, fruit and vegetable stands and farmers markets.
  3. Have students help you place food cards of healthy snacks on the mural in places where they might find the food. Help them think about foods they see in these places that are healthy snacks.

## Big Question Exploration

**Why is it important for your neighborhood to have many businesses selling healthy snacks?**

**The more healthy snacks available, the more we will eat! Eating healthy snacks every day provides more of what our bodies need (vitamins, minerals, fiber) to stay strong and healthy and less of what our bodies don't need (sugar, salt, fat).**

## Multi-Level Applications

**Prekindergarten** – Have students draw a picture of their favorite healthy snack and say where they would find it in their neighborhood.

**Kindergarten** – Have students draw a place where they can find healthy snacks (such as a grocery store, a corner store or at home) and write or draw some healthy snacks found there.

**1st Grade** – Have students create their own healthy snack map with places where they can find healthy snacks in their neighborhood.