

Circle Time Lessons

Unit overview

Day 1 Introduction

Introduce the new unit: **Nutrition**.
Talk about healthy foods and why our bodies need them.

Day 2 Fruits

Show the photos of fruits. Sing the fruit song and vote for favorite fruit.

Day 3 Vegetables

Show the photos of veggies. Sing the veggie song and vote for favorite vegetable.

Day 4 Grains

Investigate different types of grains. Play the "Where's the Wheat?" game and vote for favorite grain.

Day 5 Protein

Show the photos of different types of proteins. Recite the "Sandwich" pocket chart poem and vote for favorite protein.

Introduction

Activate Background Knowledge

Introduce the new unit (Nutrition) to the students. Engage in discussion questions.

Objective:

- The students will discuss why we all need to eat healthy food.
- The students will give examples of healthy food.
- The students will recognize which foods are healthy.

Activities:

- Bring in a variety of healthy food (or use play food). Show the photograph posters of healthy foods.
- Ask the students the questions:
 - "What are your favorite healthy foods?"
 - "How can we tell if a food is healthy?"
- Invite students to make a shopping list of healthy foods that they would like to try. (Plan to bring some of these foods in, or ask for families to donate a food, for the students to taste during the unit.)

Free Resources:
Visit www.choosemyplate.gov for additional free resources (printables) about food groups and healthy eating.

Day 1 lesson plans

Fruits

All about the Fruit Food Group

Engage students in a discussion about the fruit food group. Talk about healthy fruits.

Objective:

- The students will identify many types of fruit.
- The students will choose their favorite fruit.

Activities:

- Show the photograph posters of different types of fruit.
- Sing the "I am Hungry" song. This is a call-back to the song, so the teacher can sing a line and the students can echo. Use real props (fruit or play food) as much as possible. Students need the real-life experiences.
- Have students vote for their favorite fruit to make a class graph.

Day 2 lesson plans

Vegetables

All about the Veggie Food Group

Engage students in a discussion about the vegetable food group. Talk about healthy veggies.

Objective:

- The students will identify different types of vegetables.
- The students will choose their favorite vegetable.

Activities:

- Show the photograph posters of different types of veggies.
- Sing "The Veggie Song." Invite students to choose their favorite veggie and sing a verse about each of them. Use props (real veggies, play food, picture cards) as much as possible. Students need the real-life experiences.
- Have students vote for their favorite veggie to make a class graph.

Extension Idea:
Teach the ASL sign for **carrot**. Have a kid and bring it to your mouth, as if eating a carrot.

Day 3 lesson plans

Grains

All about the Grain Food Group

Grains are small, dry seeds that can be ground or eaten whole. Examples include wheat, flour, rice, rye, oats, barley, and corn.

Objective:

- The students will identify types of grains.
- The students will recognize the letters "g-r-a-i-n-s."
- The students will use their senses to explore different types of grains.

Activities:

- Show the photograph posters of different types of grains. When possible, provide small bowls with grains for the students to touch (flour, pasta, dry oatmeal, popcorn, rice).
- Talk about how some grains are milled. Show the photo of the field of wheat.
- Play the "Where's the Wheat?" Carpet Game.

Roll out their favorite grain and make a class graph.

Day 4 lesson plans

Protein

All about the Protein food group

The protein group includes meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds.

Objective:

- The students will identify sources of protein.
- The students will develop Concept of Word by repeating words in a poem.
- The students will choose their favorite protein.

Activities:

- Show the photograph posters of different types of proteins.
- Some protein comes from plant sources (nuts, beans) and other protein comes from animal sources (eggs, meat, seafood).
- Recite the "Sandwich" poem together. Use the picture cards to repeat the poem with each ingredient to make a sandwich.
- Have students take a pot of their favorite protein and make a class graph.

Extension Idea:
Teach the ASL sign for **egg**. Use the illustration for details.

Day 5 lesson plans

Circle Time Lessons

Unit Overview

Day 6 Dairy

Show the photos of dairy products. Make butter with the class. Vote for favorite dairy product.

Dairy
All about the Dairy food group

Day 6 lesson plans

Dairy products are foods that are made from milk. Cheese, yogurt, butter, and ice cream are dairy products.

Objectives:

- The students will identify many types of dairy products.
- The students will choose their favorite dairy.

Activities:

- Show the photograph posters of different types of dairy products.
- If possible, make butter with the students. Put a small amount of heavy whipping cream in an airtight container. Sing the "Shaking Butter" song and pass the container around for the students to shake. Watch the cream change into whipped cream. Keep shaking (shake some more)! Then it will form a small ball of butter. Pour the buttermilk off of the top. Let the students taste the butter spread onto a cracker or piece of bread.
- Have students take a poll of their favorite dairy and make a class graph.

Extension Idea: Teach the all sign for milk dominant hand to squeeze, as if milking a cow.

Day 7 Sweets & Treats

Talk about unhealthy foods that are in the "Sweets & Treats" food group. Play the grid game for practice with patterns and relationships.

Sweets & Treats

Day 7 lesson plans

Making Good Choices

Not all foods have the same health benefits. It's important that we make healthy choices about the foods that we eat.

Objective:

- The students will list foods that are unhealthy.
- The students will discuss how to choose between healthy and unhealthy foods and how often to eat each type.

Activity:

- Talk about what makes foods unhealthy (lots of sugar and/or fat). Show the "Treats" poster.
- Make a "memory tray" of sweets & treats. (Gather play food on a plate or tray. Show the students the foods. Have them close their eyes, then take 1 food away. Can they figure out what is missing?)
- Play a Grid Game with the pictures of the sweets.

To Play: Create a grid where each column has the same letter and each row is the same color. Ask the students to determine which column the teacher removes 1 card, continues to determine which column is missing?

Day 8 Food Group Fun

Sing the "Healthy Choices" song and sort pictures of foods into their food group category.

Food Group Fun

Day 8 lesson plans

Sorting Food Groups

Now that we have learned about the different food groups, let's sort them.

Objective:

- The students will identify each food group.
- The students will sort food pictures into their 6 food groups (fruits, veggies, grain, protein, dairy, and treats).

Activity:

- Make 6 copies of the food group headers and sorting pieces for each small group of students.
- Fold a large piece of construction paper into 6 parts. Glue one header into each section.
- Sing the "Healthy Choices" song to the tune of "Where is Thumbkin?" For each verse, ask students to sort the food group then find some foods that belong.
- Repeat the song with a verse for each food group.

Answer Key:
Fruits: apple, kiwi, pear, plum
Vegetables: pepper, peas, onion, corn
Grain: crackers, noodles, bread, oatmeal
Protein: chicken, turkey, fish
Dairy: milk, cheese, yogurt
Treats: candy, ice cream, pizza

Day 9 Food Riddles

Use active listening skills to solve these food riddles.

Food Riddles

Day 9 lesson plans

Active Listening Practice

Objective:

- The students will use good listening skills to figure out which food is being described.

Activity:

- Order riddle bags. Place play food inside each bag and attach the riddle. (As an alternative, you can print the food pictures and put them inside the bags.)
- Read the riddle while the students practice their active listening skills. They guess the food, then check inside!

Day 10 Healthy Choices

Conclude the unit by talking about how to prioritize whole, plant-based foods. Draw a picture of a balanced meal.

Healthy Choices

Day 10 lesson plans

Unit Conclusion

To conclude the unit, help the students summarize what they have learned about food groups and healthy eating.

Objectives:

- The students will evaluate foods based on their health benefits.
- The students will describe how whole, plant-based foods are the most healthy choices.

Activity:

- Brainstorm the "stop light" idea for foods:
 - Green Light Foods** (plant-based, whole foods) - Fill up on these!
 - Yellow Light Foods** - These have some nutritional value. Don't eat too much, though, because they may also have added sugar and/or fat.
 - Red Light Foods** (treats & sweets) - These foods have no nutritional value. Eat them only occasionally, as a special treat.
- Sort the food pictures into the 3 categories.
- Have students illustrate a healthy, balanced meal.

Really Healthy! Eat in moderation.

Somewhat Healthy! Eat in moderation.

Not Healthy! Eat in moderation.

Introduction

Activate Background Knowledge

Day 1
Lesson
Plans

Introduce the new unit (Nutrition) to the students. Engage in discussion questions.

Objective:

- The students will discuss why we all need to eat healthy food.
- The students will give examples of healthy food.
- The students will recognize which foods are healthy.

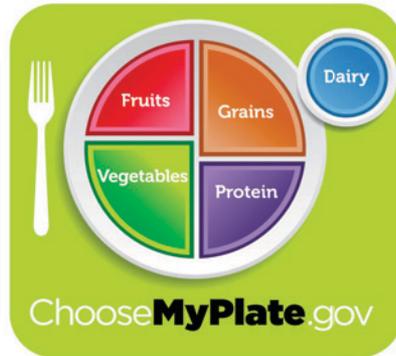
Activities:

1. Bring in a variety of healthy food (or use play food). Show the photograph posters of healthy foods.
2. Ask the students the questions:
 “What are your favorite healthy foods?”
 “How can we tell if a food is healthy?”
3. Invite students to make a shopping list of healthy foods that they would like to try. (Plan to bring some of these foods in, or ask for families to donate a food, for the students to taste during the unit.)



Free Resources

Visit www.choosemyplate.gov for additional free resources (printables) about food groups and healthy eating.



Food Safety Considerations

Teachers must be aware of their students' **food allergies** and **special dietary restrictions**. Use this information, as well as parental permission, when planning any “food” lessons, tastings, or activities in the classroom.

Fruits

All about the Fruit Food Group

Engage students in a discussion about the fruit food group. Talk about healthy fruits.

Objectives:

- The students will identify many types of fruit.
- The students will choose their favorite fruit.

Activities:

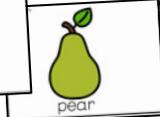
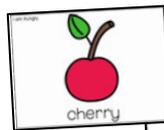
1. Show the photograph posters of different types of fruit.
2. Sing the "I am Hungry" song. It's a call-back type of song, so the teacher can sing a line and the students can echo. Use real props (fruit or play food) as much as possible. Students need the real-life experiences.
3. Have students vote for their favorite fruit to make a class graph.



There are many different types of fruits.



We can eat a colorful fruit salad.

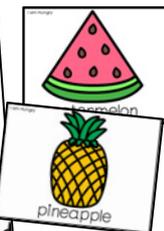


I am Hungry
(to the tune of "Are you sleeping?")

I am hungry, I am hungry.
What should I eat?
What should I eat?
I think I'll have a strawberry.
I think I'll have a strawberry.
Nice and sweet.
Nice and sweet.

Repeat with other fruits:

- apple
- grapes
- banana
- peach



Extension Idea:

Teach the ASL sign for **apple**. Place your bent index finger next to your cheek with the other fingers folded into a fist.



Fruit
the sweet part of a tree or plant that has seeds

grapes apple pear
cherry blackberry peach banana

Which is your favorite **fruit**?

Apples	Grapes	Bananas	Pineapple
Joseph	Baija	Sara	Jackie
Azlan	Donya	Wayde	
Allie	Marcus		
	Ruby		

Vegetables

All about the Veggie Food Group

Day 3
lesson
plans

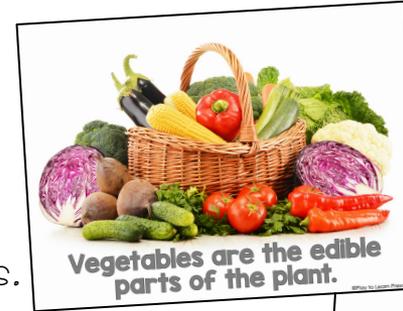
Engage students in a discussion about the vegetable food group. Talk about healthy veggies.

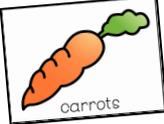
Objectives:

- The students will identify different types of vegetables.
- The students will choose their favorite vegetable.

Activities:

1. Show the photograph posters of different types of veggies.
2. Sing "The Veggie Song." Invite students to choose their favorite veggie and sing a verse about each of them. Use props (real veggies, play food, picture cards) as much as possible. Students need the real-life experiences.
3. Have students vote for their favorite veggie to make a class graph.

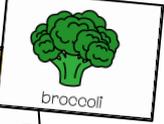




carrots



corn



broccoli

The Veggie Song

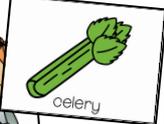
(to the tune of "Do you Know the Muffin Man")

Do you eat your vegetables, your vegetables, your vegetables?
Do you eat your vegetables every single day?
Oh yes, we eat our vegetables, our vegetables, our vegetables.
Oh yes, we eat our vegetables every single day!

Olivia likes cucumbers, cucumbers, cucumbers.
Olivia likes cucumbers! Every single day!

Ryan likes broccoli, broccoli, broccoli.
Ryan likes broccoli! Every single day!

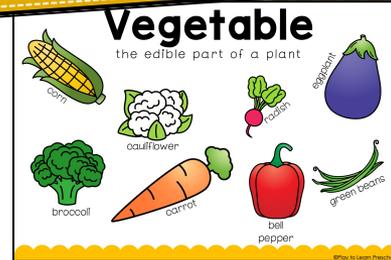
Ask children to choose their favorite veggie.
Add a verse for each.



celery

Extension Idea:

Teach the ASL sign for **carrot**. Make a fist and bring it to your mouth, as if biting a carrot.



Which is your favorite **veggie**?

 Broccoli is my favorite veggie.	 Carrots are my favorite veggie.	 Peas are my favorite veggie.	 Corn is my favorite veggie.
Evan	Hope	Jon	Tina
Danyel	Brooke	Isaac	
Riley			
Frances			
Carlos			

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Grains

All about the Grain Food Group

Grains are small, dry seeds that can be ground or eaten whole. Examples include: wheat/flour, rice, rye, oats, barley, and corn.

Objectives:

- The students will identify types of grains.
- The students will recognize the letters “g-r-a-i-n-s.”
- The students will use their senses to explore different types of grains.

Activities:

1. Show the photograph posters of different types of grains. When possible, provide small bowls with grains for the students to touch (flour, pasta, dry oatmeal, popcorn, rice)
2. Talk about how some grains are milled. Show the photo of the field of wheat.
3. Play the “Where’s the Wheat?” Carpet Game.
4. Have students take a poll of their favorite grain and make a class graph.



Which is your favorite **grain**?

Noodles are my favorite grain.	Bread is my favorite grain.	Crackers are my favorite grain.	Rice is my favorite grain.
Faith	Jax	Beth	Luca
Brennan	Kevin		Alice
J.J.	Anna		Elle
			Steph

Grains
Small, dry seeds that can be eaten

Extension Idea:

Teach the ASL sign for **bread**. Hold one hand with palm facing your body. Use the other hand to make vertical slices.



Protein

All about the Protein food group

The protein group includes meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds.

Objectives:

- The students will identify sources of protein.
- The students will develop Concept of Word by replacing words in a poem.
- The students will choose their favorite protein.

Activities:

1. Show the photograph posters of different types of protein.
2. Some protein comes from plant sources (nuts, beans) and other protein comes from animal sources (eggs, meat, seafood).
3. Recite the "Sandwich" poem together. Use the picture cards to repeat the poem with each ingredient to make a sandwich.
4. Have students take a poll of their favorite protein and make a class graph.



Which is your favorite **protein**?

Noodles is my favorite grain.	Bread is my favorite grain.	Crackers are my favorite grain.	Rice is my favorite grain.
Ava	Jasmine	Beth	Sasha
Jonah		Olive	Bilal
Xavier		Declan	Brad
		Andres	

Protein
eggs, seafood, beans, nuts, poultry

Sandwich
(Student Chart Poem for Concept of Word Practice)

Sandwich, sandwich
For my lunch.
Add some bread
Munch - Munch - Crunch!

Repeat with other sandwich toppings:



Extension Idea:

Teach the ASL sign for **egg**. See the illustration for details.

Dairy

All about the Dairy food group

Day 6
lesson
plans

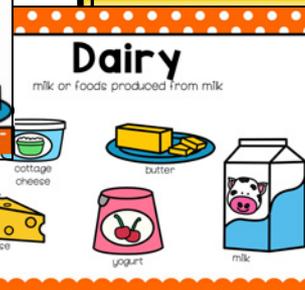
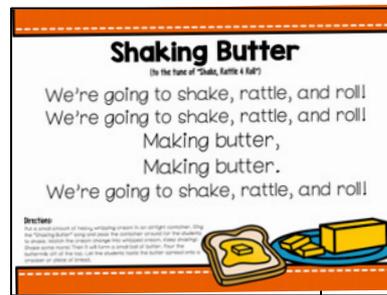
Dairy products are foods that are made from milk. Cheese, yogurt, butter, and ice cream are dairy products.

Objectives:

- The students will identify many types of dairy products.
- The students will choose their favorite dairy.

Activities:

1. Show the photograph posters of different types of dairy products.
2. If possible, make butter with the students. Put a small amount of heavy whipping cream in an airtight container. Sing the "Shaking Butter" song and pass the container around for the students to shake. Watch the cream change into whipped cream. Keep shaking! Shake some more! Then it will form a small ball of butter. Pour the buttermilk off of the top. Let the students taste the butter spread onto a cracker or piece of bread.
3. Have students take a poll of their favorite dairy and make a class graph.



Which is your favorite **dairy**?

Milk Is My Favorite Dairy?	Yogurt Is My Favorite Dairy?	Cheese Is My Favorite Dairy?	Cottage cheese Is My Favorite Dairy?
Faith	Jax	Beth	Luca
Brennan	Kevin		Alice
J.J.	Anna		Elle
			Steph

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Extension Idea:

Teach the ASL sign for **milk**. Use dominant hand to squeeze, as if milking a cow.



Sweets & Treats

Day 7
lesson
plans

Making Good Choices

Not all foods have the same health benefits. It's important that we make healthy choices about the foods that we eat.

Objective:

- The students will list foods that are unhealthy.
- The students will discuss how to choose between healthy and unhealthy foods and how often to eat each type.

Activity:

- Talk about what makes foods unhealthy (lots of sugar and/or fat). Show the "Treats" poster.
- Make a "memory tray" of sweets & treats. (Gather play food on a plate or tray. Show the students the foods. Have them close their eyes, then take 1 food away. Can they figure out what is missing?)
- Play a Grid Game with the pictures of the sweets.



To Play:

1. Create a grid where each column has the same letter and each row is the same color. Discuss the pattern and relationship of the cards.
2. Students close their eyes while the teacher removes 1 card.
3. Students use their knowledge of patterns to determine which card (color and letter) is missing.



Extension Idea:

Teach the ASL sign for **cookie**. See illustration for details.



Food Group Fun

Sorting Food Groups

Day 8
lesson
plans

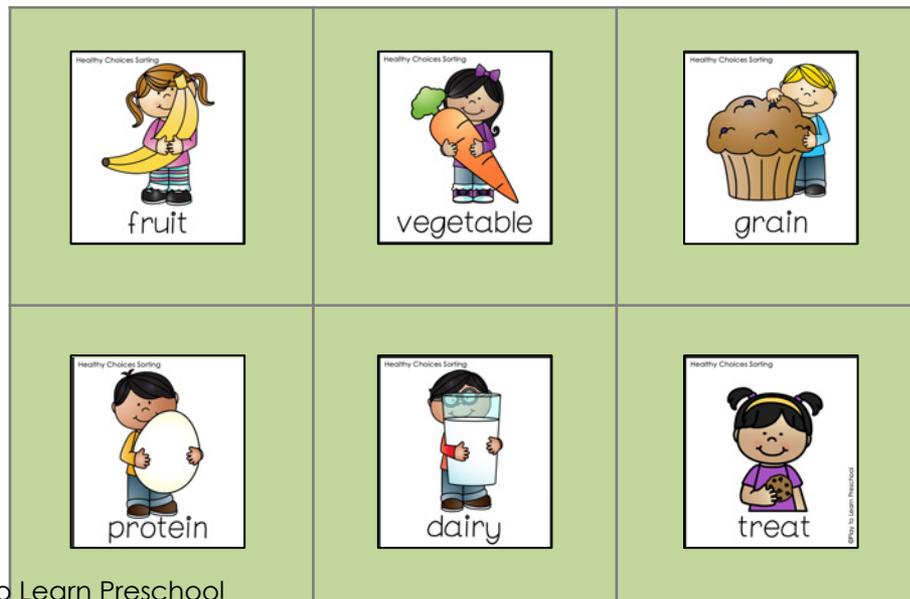
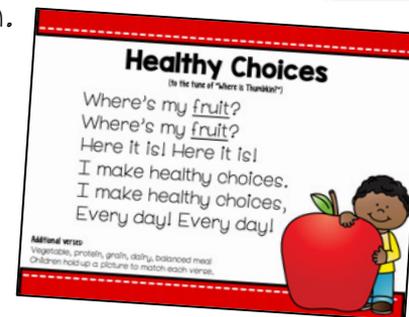
Now that we have learned about the different food groups, let's sort them.

Objective:

- The students will identify each food group.
- The students will sort food pictures into their 6 food groups (fruits, veggies, grain, protein, dairy, and treats).

Activity:

1. Make copies of the food group headers and sorting pieces for each small group of students.
2. Fold a large piece of construction paper into 6 parts. Glue one header into each section.
3. Sing the "Healthy Choices" song to the tune of "Where is Thumbkin?" For each verse, ask students to point the food group then find some foods that belong.
4. Repeat the song with a verse for each food group.



Answer Key:

Fruits: apple, lemon, pear, plum

Veggies: pepper, peas, onion, corn

Grain: crackers, noodles, bagel, oatmeal

Protein: egg, peanuts, ham, beans

Dairy: milk, cheese, yogurt, cottage cheese

Treats: chips, candy, french fries, donut



Food Riddles

Active Listening Practice

Day 9
lesson
plans

Objective:

- The students will use good listening skills to figure out which food is being described.

Activity:

- Create riddle bags. Place play food inside each bag and attach the riddle. (As an alternative, you can print the food pictures and put them inside the bags.)
- Read the riddle while the students practice their active listening skills. They guess the food, then check inside!



Healthy Choices

Unit Conclusion

Day 10
lesson
plans

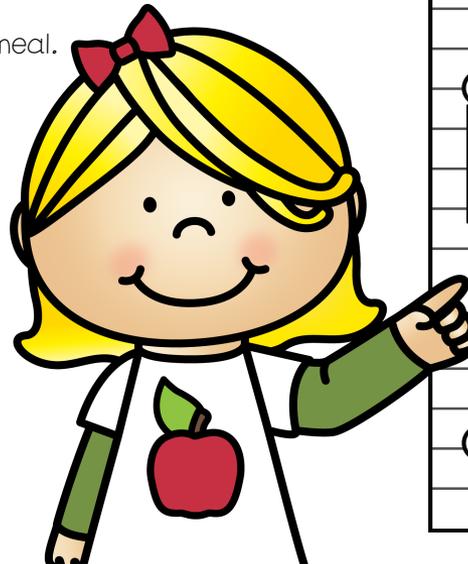
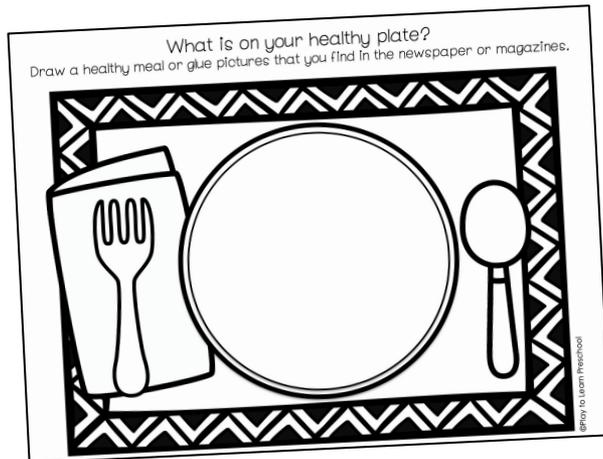
To conclude the unit, help the students summarize what they have learned about food groups and healthy eating.

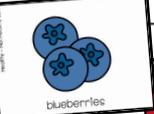
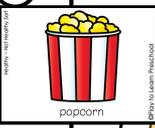
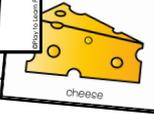
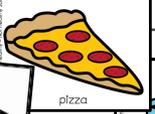
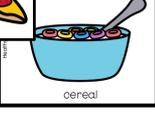
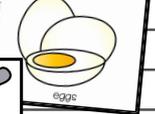
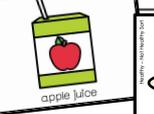
Objectives:

- The students will evaluate foods based on their health benefits.
- The students will describe how whole, plant-based foods are the most healthy choices.

Activity:

1. Introduce the “stop light” idea for foods:
 - **Green Light foods** (plant-based, whole foods) – Fill up on these! Eat them every day.
 - **Yellow Light foods** – These have some nutritional value. Don't eat too much, though, because they may also have added sugar and/or fat.
 - **Red Light foods** (treats & sweets) – These foods have no nutritional value. Eat them only occasionally as a special treat.
2. Sort the food pictures into the 3 categories.
3. Have students illustrate a healthy, balanced meal.



Really Healthy! Fill up on these foods. ●		
 lettuce	 eggplant	 bananas
 grapes	 blueberries	 pepper
Somewhat Healthy Eat these in moderation. ●		
 popcorn	 cheese	 pizza
 cereal	 eggs	
Not Healthy Have these foods only once in a while. ●		
 chips	 apple juice	 cake
 french fries		

Centers

- Pre-Writing Paths
- Drawing Center
- Scissors Practice
- ABC Order
- Food Syllable Sort
- Shape Matching
- "Healthy Foods" book
- Roll & Move Bulletin Board
- Counting Folder Game
- Count and Clip Cards

Pre-Writing Paths

Objective: The students trace the path between foods.

Preparation: Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

Fine Motor Center

Drawing Center

Objectives:

- The students will use their fine motor skills to color pictures of nutritious foods.
- The students will list foods that belong in each food group.

Fine Motor Center

Scissors Practice

Objectives: The students will practice correct scissors use and cut straight lines from the edge of a page.

Preparation: Print the cutting pages in black & white. Make copies for each student.

Procedure: Students practice holding the page and using scissors to cut a straight line.

Fine Motor Center

ABC Order

Literacy Center

Objectives: The students will determine the order of 3 letters and place the missing letter in the blank.

Preparation: Laminate and out the work mats and letter cards apart.

Procedure: Students place letter cards into the correct square.

Literacy Center

Food Syllable Sort

File Folder Game

Objectives: The students will clap the number of syllables in each food. They will sort the foods into 2 groups.

Preparation: Copy the picture cards. Glue the cover on the front, and the sorting mat on the inside. Cut and laminate the food pieces.

Procedure: Students sort the pictures by their syllables.

Literacy Center

Shape Matching

File Folder Game

Objective: The students will use visual discrimination skills to match the food to its shape.

Preparation: Print the picture cards. Glue the plain shapes (first 2 pages) inside a file folder. Cut and laminate the food pictures.

Procedure: Students place matching pictures together.

Math Center

"Healthy Foods"

Emergent Reader Book

Objectives: The students will develop concept of word by reading the simple pattern of this emergent reader book, and pointing to each word.

Preparation: Print the pages of the book, colored. Staple together the half.

Procedure: Students identify high frequency sight words while reading. They track the print using the dots under each word.

Literacy Center

Roll & Move

Interactive Bulletin Board

Introduce this activity during whole group time and then staple to a bulletin board for some Indoor, interactive fun!

To use:

1. Talk about why exercise is so important.
2. Practice doing each of the six exercises on the cards.
3. Use a dice to roll a number.
4. Match that number to an exercise. Do that exercise together!

Exercise makes us healthy

arm circles, squats, march in place

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Counting

File Folder Game

Objective: The students will count up to 10.

Preparation: Print the picture cards. Glue the cookie jars inside a file folder. Cut and laminate the cookie pictures.

Procedure: Students count the chocolate chips and place the cookies into the correct jar.

Counting

Counting Chips File Folder Game for Young Learners

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Count and Clip Cards

Objective: Students will practice one-to-one correspondence and number recognition to 16.

Preparation: Print the cards, mat, laminate and cut apart.

Procedure: Students count the food on each card and mark the correct answer with a clothes pin.

Helpful Hint: For easy self-checking, put a stickler on the back that will match the clothes pin if the answer is correct.

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