

## Nutrition Objective

Children explore fruits and vegetables through shapes. Children create and taste a shape snack treat.

## Materials & Ingredients

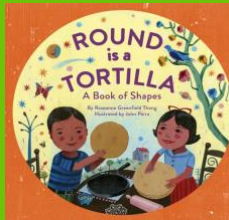
whole wheat crackers  
hummus  
mini peppers and cucumber  
paper plates

teacher knife  
cutting board  
tongs or spoons  
plastic knives



## Food Preparation

- Wash vegetables.
- Cut cucumbers into round thin medallions (*enough for everyone to have two*).
- Place crackers and vegetables into serving containers (*If necessary, cut mini peppers in half so each child has one piece*).



## Lesson Introduction

**Question of the Day:** Why is it important to try a variety of foods? (*It is good for your body, you learn how different foods taste, fruits and veggies have different textures*)

**Read and discuss:** "Round is a Tortilla" by Roseanne Thong.

- After each shape, have children name foods that are that shape (round: apple, grape; square: bread, cheese; triangle: watermelon slice, tortilla chip, etc.)
  - Many Spanish words are introduced in the text (glossary in back). Discuss the Spanish words and what they mean in English. Spanish speakers can share their expertise; practice the words in both languages.
  - Children identify foods in the book they have tried or would like to try.
- TSGOLD: 8a, 9a, 9b, 9d, 11a, 11e, 12b, 17a, 18a, 37, 38

## Lesson Process

- Everyone washes their hands.
  - **Introduce** and discuss the lesson ingredients and talk about the different shapes. (square or round: cracker; round: cucumber, garbanzo beans - hummus is made from mashed garbanzo beans; clover: bell peppers).
  - **Model creating shapes** out of cucumber rounds and mini peppers: For example, use a plastic knife and cut a cucumber in half and then in half again to make four triangles.
  - **Model** how to make a cracker creation, and encourage children to be creative.
  - Give each child a spoonful of hummus.
  - Children serve themselves and create their vegetable shapes with plastic knives.
  - Children spread hummus on the crackers and use the vegetables to create designs.
  - Eat together and give children time to taste and comment on the flavors and textures.
- TSGOLD: 1c, 7a, 8a, 8b, 11a, 11c, 37

## Share your Story

- What are your favorite shapes to eat at home? (round kiwi, square cheese, triangle watermelon, etc.)
  - Guacamole is a dip mentioned in the book. What other dips do you like? What do you eat with dip? (ranch, salsa, chips, vegetables, fruits, etc.)
  - In Round is a Tortilla, the grandma is called "abuela". What do you call your grandma?
- TSGOLD: 2c, 8a, 9a, 9b, 9c, 9d, 10a, 10b, 11a, 11e, 12a, 12b, 37, 38

## School to Home

- Send home family letters to share the fun activities children did in the classroom.

# Lesson Extensions

## Sort Musical Instruments

- Gather all the musical instruments (drums, maracas, triangles, etc.).
  - Children identify and sort each instrument by its shape.
  - Sort the instruments in a new way by thinking of new categories: large and small, metal, wood, etc.
  - If you do not have a variety of instruments, have children think of musical instruments, draw them on the white board, and then sort.
- TSGOLD: 8a, 8b, 11a, 11c, 11e, 12a, 12b,13, 21b, 22, 37, 38

## Shape Stamp Art

- Materials: variety of thick and thin plastic shapes, paint, paper, brushes, paper plates
- Pour paint onto paper plates.
  - Children dip thick plastic shapes into paint or use paintbrushes to paint thin shapes.
  - Press the paint-filled shapes onto paper to create a beautiful picture.
  - Children identify which shapes they used and share their pictures with the class.
- TSGOLD: 2c, 7a, 7b, 8b, 9a, 11a, 11b, 11e, 12a, 12b, 13, 21b, 33, 37, 38

# Physical Activity

## Music and Movement

- Find song #4 “Act Like You are in a Zoo” or song #19 “Animal Acts” on the *Happy and Healthy* CD. Tell the children you are taking a trip to the zoo and will act like different animals throughout the song. Join the children and model each movement; modify movements as needed for children’s individual needs. Encourage children to spread out and move around the room or outdoor space.
- TSGOLD: 2c, 4, 7a, 8a, 8b, 11a, 11e, 14b, 37

## Exploring Shapes while Traveling

- Use painter’s tape, chalk, cones, or movement mats to create large shapes on the ground. Children can help with this.
  - Call out traveling skills to complete while following the outline of the shape. Examples: skip around the square, gallop around the circle, crab crawl around the rectangle, etc.
  - Children can help pick the movements. This is a great activity to do indoors and outdoors.
- TSGOLD: 4, 7a, 8a, 8b, 11a, 11c, 11e, 12a, 21b, 37

## Physical Education: Traveling Skills

- Traveling skills are the most basic skills that will make up a child’s foundation of physical skills. These skills include walking, running, skipping, climbing, and galloping. These skills, aside from skipping, typically should be mastered by the age of 5.
  - The best way to introduce children to these skills is by modeling the moves next to them and providing cues for refining the skill and many opportunities to practice.
  - Practicing traveling skills does not require any equipment and is one of the best ways to get children up and moving and increasing their heart rates.
  - See pages 87-96 in *Encouraging Physical Activity in Preschoolers* by Steve W. Sanders for more information and activities on traveling skills.
- TSGOLD: Objective 4 Traveling Skills

For additional activities, songs & information, visit <https://coloradosph.cuanschutz.edu/school-wellness>

