

Nutrition Objective

This lesson helps children recognize more foods that are part of the vegetable food group on MyPlate. They taste several vegetables and explore which ones are favorites for the class.

Materials and Ingredients

radish
broccoli
tomato
yellow bell pepper

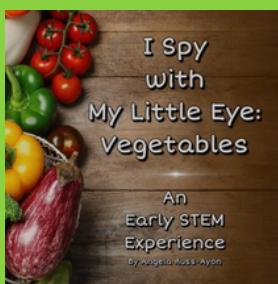
serving bowls and tongs or spoons
plastic knives
paper plates
teacher knife and cutting board



Food Preparation

Before preparing foods, show the whole foods to the children.

- Wash vegetables.
- Cut into an appropriate number of large pieces so everyone gets a taste.
- Place in serving containers with tongs or spoons for family style serving.



Lesson Introduction

Question of the Day: Why is it important to eat a variety of colorful vegetables? (Different colors provide different nutrients the body needs to be healthy).

Read and discuss: *I Spy with My Little Eye: Vegetables* by Angela Russ-Ayon

- Refer to the last two pages for vegetable information and open-ended questions.
- This book introduces opposites in a simple way and provides picture support.

Example: I spy vegetables that are thin. I spy vegetables that are wide.

- Teach the new vocabulary: thin.
- Use the opposing page to support the opposite: wide.
- Another idea is to have children guess the opposites by looking at the pictures.

Then have fun finding the described vegetables.

TSGOLD: 2c, 8a, 9a, 11a, 11e, 12a, 12b, 17a, 18a, 37, 38

Lesson Process

- Everyone washes their hands.
- Introduce and discuss the vegetables. Talk about the colors and textures. Ask children if they have ever tried any of these vegetables.
- Model using tongs or spoons (rather than fingers) to take food from containers.
- Children serve themselves and use plastic knives to cut the food into smaller bites.
- Eat together and give children time to taste and discuss the flavors and textures.
- Children participate in a graphing activity (see Math Extension on the next page).

TSGOLD: 1c, 2c, 7a, 8a, 8b, 11a, 11b, 37, 38

Share your Story

- What did you think about the radish? (it was: spicy, crunchy, bitter, different color on outside and inside, etc.)
- What color is your favorite vegetable and why?
- What vegetables do you spy at home or the store? (carrots, broccoli, lettuce, etc.)

TSGOLD: 2c, 8a, 9a, 9b, 9d, 10a, 10b, 11e, 12a, 12b, 37, 38

School to Home

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

Lesson Extensions

Math Extension Activity

Materials: teacher created graph, markers

- Show the children the graph and explain the different parts.
- Children mark their favorite vegetables on the graph.
- Together count how many marks each vegetable has and write the number.
- Which has the most? Which has the least? How do we know this?
- What other vegetables could we add to our graph?
- Display graph in classroom.

TSGOLD: 8a, 8b, 11a, 11c, 12b, 20a, 20c, 37, 38

I Spy Walk

- Take a walk outdoors (in the building if weather is inclement) and play “I Spy”.
- Vary your clues: color, shape, size, texture, purpose (“I spy something that can be climbed”).
- Children take turns being the describer.

TSGOLD: 2c, 4, 8a, 8b, 9a, 11a, 11d, 11e, 12a, 12b, 37, 38

Physical Activity



Music and Movement

Find the “Vegetable Song” on YouTube <https://www.youtube.com/watch?v=RE5tvaveVak>

- Children spread out in an outdoor space or around the room. Explain that we are going to listen to the music and follow along, singing and moving our bodies.
- Encourage children to try different ways of moving their bodies while singing along (clap hands, stomp feet, raise arms, sway hips, squat up and down, jump, etc.).
- Start the music and join the children by modeling a variety of different moves.

TSGOLD: 2c, 4, 7a, 11a, 11e, 12b, 35, 37, 38

Relay

Materials: plastic fruits and vegetables or balls

- Children are divided into two teams lined-up behind empty baskets which indicate the starting points.
- Full baskets of fruits/veggies or balls are placed at least 10 feet away from starting point.
- One at a time children run to the other side to grab one item from the basket. Then they run back to the starting line to drop it in their empty basket, and they move to the back of the line.
- Teams can alternate choosing the traveling skill for the next round (skip, crab crawl, gallop, walk backwards, etc.).

Tip: If children struggle with any of the traveling skills, practice them during a dance freeze in the classroom. Model or do the skill along side children, going step-by-step when necessary, until children are confident in the skill.

TSGOLD: 2c, 4, 6, 7a, 8a, 8b, 11a, 11d, 11e, 37

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



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