

Nutrition Objective

This lesson helps children to recognize foods that are part of the vegetable food group of MyPlate. Children create and taste a vegetable bug or other shape made from vegetables.

Materials and Ingredients

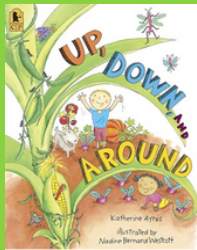
spinach	teacher knife
canned sliced olives	cutting board
shredded carrots	tongs or spoons
yellow squash	knives
low-fat creamy dressing	paper plates
serving containers	



Food Preparation

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

- Rinse yellow squash and cut it into spears or rounds.
- Drain olives.
- Place all foods into separate serving containers.



Lesson Introduction

Question of the Day: Why should we eat colorful vegetables?

Read and discuss: *Up Down and Around* by Katherine Ayers

- Which vegetables grow up? Which grow down? Which go round & round? (review text)
- Discuss the colors and shapes of the different plants, fruits, and vegetables. Review steps for planting seeds.
- What bugs did you notice in the garden? Let's count them?
- Discuss the importance of bugs: Some bugs help plants and some bugs eat them; worms, bees, butterflies, and ladybugs are good for plants! (Grasshoppers are not.)

TSGOLD: 1b, 8a,b, 9a,b,c,d, 10a,b, 11a,d 12,a,b, 18a,c

Lesson Process

- Everyone washes their hands.
- Introduce and discuss the ingredients for the delicious "Vegetable Bugs".
- What grows up? (spinach, olives, squash) and what grows down? (carrots)
- Model using ingredients to make a "Vegetable Bug" or other shape.
- Drizzle with dressing and describe the tastes: "It's cool, crunchy, and a little sweet."
- Remind children they can be creative with their creations; theirs do not have to look like the teacher's.
- Children serve themselves and use plastic knives to cut the food into smaller bites and make vegetable bugs (or cars, flowers, faces, etc).
- Eat together and give children time to taste and comment on the flavors and textures.

TSGOLD: 1b, 7a, 8a,b, 9a,b,c, 11a,b, 11e, 14a

Share your Story

- Children share their creations and discuss what they like about them.
- What else could you create out of vegetables?
- What was your favorite food we tried today and why?
- With whom could you make edible art creations at home?

TSGOLD: 1b, 8a,b, 9a,b,c, 10a,b, 11a, 12a,b

School to Home

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

Lesson Extensions

Science: Nature Walk

Materials: tub of plastic bugs

- Children work together to sort the bugs by color, size, number of legs, wings, etc.
- Children can use tweezers or tongs while sorting to work on fine motor manipulation.
- Children describe the different ways they chose to sort the bugs.

TSGOLD: 2c, 7a, 8a, 8b, 11a, 11c, 11d, 12a, 12b, 13, 21a, 22, 37, 38

Math: Patterning

Materials: magnifying glasses

- Go on a bug hunt! Children look around the playground or nearby grassy area to spot bugs. Look under rocks, twigs, and bark or search on tree trunks. Children describe the bugs in detail.
- If no bugs are out that day, have children think about what kinds of bugs they have seen outside in the past.

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

Physical Activity

Music and Movement

- Play song #12 "Dance Freeze" from the Happy and Healthy CD
- Explain to the children we will dance and move while the music plays and freeze when the music stops.
- Give children creative freedom to dance or move their bodies as they please.
- Join the children and model different movements they could try out
- Expand the fun by adding in objects from around the room with which children can dance (stuffed toys, balls, scarves, etc.).

TSGOLD: 2c, 4, 5, 7a, 8a, 8b, 11a, 11e, 35, 37

Obstacle Course for Balance

- Using a variety of portable play equipment (cones, hula hoops, tunnels, balance cones, activity mats, etc.) help children create an obstacle course.
- Give children ideas of how to set an obstacle course up (circle, straight line with a beginning and end, etc.)
- Encourage the use of multiple skills throughout the course (hopping, jumping, balancing, tip toe, crawl, etc.)
- Once the course is set up, demo the moves and course for the children to visually see what they will be doing.

Tip: Teachers can use obstacle courses to observe motor skills that children are struggling to perform.

TSGOLD: 2c, 4, 5, 6, 7a, 8a, 8b, 11a, 11b, 11d, 37



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



SNAP-Ed
Division of Food & Energy Assistance

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP.
This institution is an equal opportunity provider.