

Nutrition Objective

This lesson helps children recognize foods that go in the fruit, vegetables, and grain groups of MyPlate. Children explore fruits and vegetables through shapes by creating and tasting a shape snack treat.

Materials and Ingredients

whole wheat crackers
hummus
mini peppers and cucumber
paper plates

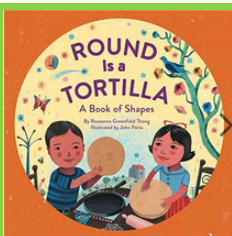
teacher knife
cutting board
tongs or spoons
plastic knives



Food Preparation

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

- Wash vegetables; cut cucumbers into round thin medallions and if necessary, cut mini peppers in half so each child has one piece.
- Place crackers and vegetables into serving *containers*.



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, etc.*)

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 saying 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.*)

Share your Story

- 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 choose the movements. This activity works well indoors and outdoors.

Tip: Traveling skills are the foundation of a child’s physical skills. If a child struggles with any traveling skill, help them by modeling the movement or providing side-by-side support.

TSGOLD: 4, 7a, 8a, 8b, 11a, 11c, 11e, 12a, 21b, 37

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



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