

Feast for Ten

Lesson Plan

Goal

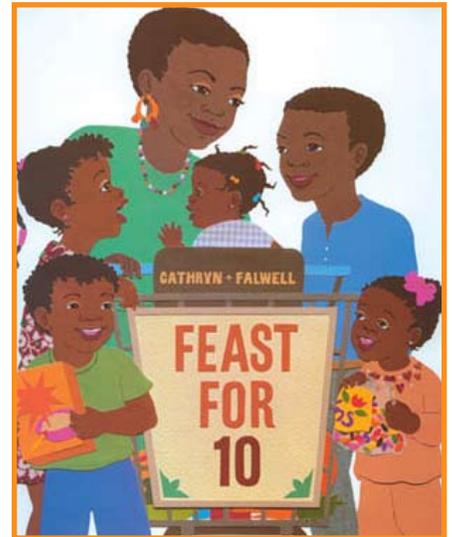
To promote nutrition education, counting, physical activity, and literacy with young children.

Objectives for Children

- The child will state the names of the people that they eat with.
- The child will count fruits and vegetables up to ten.
- The children will identify a fruit or vegetable by picking it out of a basket.

Objectives for Parents

- The parents will state two reasons to have family meals.
- The parents will set a goal to increase the number of meals they have together per week.



Procedure

1. Wear your **Give Me 5 A Day!** apron, if you have one. Invite children into a circle and have children sit “criss-cross applesauce” (crossed legged).
2. The teacher shows the cover of the book and says, “What do you think this book is about?”
3. The teacher says, “Yes, it is about children and parents shopping at the grocery store and eating meals together.”
4. The teacher says, “Our story today is **Feast for Ten** by Cathryn Falwell.”
The teacher then reads the book to the children.
5. The teacher reads the book again and says, “**One cart into the grocery store.**” Then, the teacher places a picture of a grocery cart on the flannel board.
6. The teacher reads and says, “**Two pumpkins for pie. Now, you count with me—1, 2.**” The teacher places the pictures of the two pumpkins on the flannel board as they are counting.
7. The teacher reads and says, “**Three chickens to fry. Count with me—1, 2, 3.**” The teacher places the pictures of the three chickens on the flannel board as they are counting.
8. The teacher reads and says, “**Four children off to look for more. Count with me—1, 2, 3, 4.**” The teacher places the pictures of the four children on the flannel board as they are counting.
9. The teacher reads and says, “**Five kinds of beans. Count with me—1, 2, 3, 4, 5.**” The teacher places the pictures of the beans on the flannel board as they are counting.
10. The teacher reads and says, “**Six bunches of greens. Count with me—1, 2, 3, 4, 5, 6.**” The teacher places the pictures of the greens on the flannel board as they are counting.
11. The teacher reads and says, “**Seven dill pickles stuffed in a jar. Count with me—1, 2, 3, 4, 5, 6, 7.**” The teacher places the pictures of the pickles on the flannel board as they are counting.
12. The teacher reads and says, “**Eight ripe tomatoes. Count with me—1, 2, 3, 4, 5, 6, 7, 8.**” The teacher places the pictures of the tomatoes on the flannel board as they are counting.
13. The teacher reads and says, “**Nine plump potatoes. Count with me—1, 2, 3, 4, 5, 6, 7, 8, 9.**” The teacher places the pictures of the potatoes on the flannel board as they are counting.
14. The teacher reads and says, “**Ten hands help to load the car. Now everyone hold up your hands. Now I will count ten hands—1, 2, 3, 4, 5, 6, 7, 8, 9, 10.**”

15. The teacher then reads and says, “Where do you think they are going in the car with the groceries? Are they going home? Yes, that’s right!”
16. The teacher continues to read, but does not put any more pictures up on the flannel board. When the teacher comes to the page that says, “nine chairs around,” the teacher asks, “What do you think they are going to do next? Eat a meal? Yes, that’s right!”

Exploring Activity

The teacher says, “Shopping and sharing a meal with your mom, dad, grandma, or grandpa is a special time for you to spend with them. It is always more fun to eat with someone than to eat alone. Can you tell me who you eat meals with?”

The teacher then lets children practice counting with their parent by giving them each a “Let’s Count” page (Attachment 2).

Share Time with Parents

Share time is when you share nutrition information from the story with the parents while the children are working on their craft project. Keep the tone conversational. The nutritionist should be listening more and the parents should be doing most of the talking.

For more information on facilitated dialogues, go to:

www.nal.usda.gov/wicworks/Sharing_Center/statedev-nutritioneducation.html

Try leading out with a question such as: “Can anyone share with us how they have made family meals a priority at their house?” Or, “Does anyone have any suggestions on involving your children in meal preparation?” Or, “What do you make at home, that is quick and healthy?”

Some points to add as they come up naturally in the discussion are:

- Family meals help children develop positive eating habits.
- Children who are part of family meals do better in school.
- Family meals help children develop social skills.
- Family meals also help develop hand and eye coordination and fine motor skills.
- Share some tips on how to make family meals a reality:
 - Keep meals simple and relaxed.
 - Make family meals a priority by turning off the TV and not answering the phone during mealtime.
 - Let toddlers and preschoolers feed themselves.
 - Involve the children in making the meal. Even little ones can mix or pour.

Remind parents that the most important thing they can do to help their children learn to read is to read to them.

Ask parents to complete the goal setting question (attachment 5).

Give each parent a copy of the Nutrition Tips for Parents (optional).

Parents can help their child with the craft. This also reinforces the nutrition message for the parent. At the end of the discussion, ask parents to name one idea shared today they are going to try at home.

Extending and Reinforcing Activities (Optional)

The Grocery Basket Game

Have a basket full of toy fruits and vegetables. The teacher sings the first verse of the following song and shows the children how she picks a tomato out of the basket and sits back down with it. One by one, the children will stand up and find the fruit or vegetable being sung about. Tell the children that the fruit or vegetable will sit with them for the rest of the class and then will need to take a nap at the end of class and go back into the basket.

A tisket, a tasket, a green and white basket
Can you find the tomato, the tomato, the tomato?

A tisket, a tasket, a green and white basket
Can you find the potato, the potato, the potato?

A tisket, a tasket, a green and white basket
Can you find the greens, the greens, the greens?

A tisket, a tasket, a green and white basket
Can you find the grapes, the grapes, the grapes?

A tisket, a tasket, a green and white basket
Can you find the beans, the beans, the beans?

A tisket, a tasket, a green and white basket
Can you find the broccoli, the broccoli, the broccoli?

A tisket, a tasket, a green and white basket
Can you find the strawberry, the strawberry, the strawberry?

A tisket, a tasket, a green and white basket
Can you find the orange, the orange, the orange?

A tisket, a tasket, a green and white basket
Can you find the apple, the apple, the apple?

A tisket, a tasket, a green and white basket

Let's Go Shopping (Attachment 3 and pictures from Attachment 2)

Movement Time. Give Me Five A Day! Music Compact Disc (CD)

Play a song from the [Give Me Five A Day!](#) CD with the children. Have children dance and move to the music.

Placemat (Attachment 4)

Have the children make a placemat using foods from the My Pyramid. Put the placemat in a page protector.

Materials Needed for Lesson Plan

- **Feast For Ten** book by Cathryn Falwell www.amazon.com
- Set of laminated pictures of 1 grocery cart, 2 pumpkins, 3 chickens, 4 children, 5 dried beans, 6 bunches of greens, 7 dill pickles, 8 tomatoes, 9 potatoes (see Attachment 1)
- Flannel Board
- Basket of plastic fruits and vegetables: ~\$20 each fruits and vegetables www.lakeshorelearning.com
- **Give Me Five A Day!** apron (optional) deedee@creativepockets.com
- **Give Me Five A Day!** CD www.doh.state.fl.us/family/wic/index.html
- Felt Board: ~\$19.95 each for board from Neat Solutions 1.888.577.6328 or www.neatsolutions.com



Materials for Optional Reinforcing Activities

- **Grocery Basket Game**
 - Basket of plastic fruits and vegetables: ~\$20 each fruits and vegetables
www.lakeshorelearning.com
- **Let's Go Shopping**
 - Attachment 2
 - Attachment 3
- **Movement Time**
 - **Give Me 5 A Day!** CD or other music
 - CD player
- **Placemat**
 - Picture of plate
 - Black and white pictures of foods from My Pyramid
 - Crayons
 - Page protectors
 - Glue
 - Attachment 4 pictures



Sunshine Standards

Health Literacy

Standard 1:

- The student comprehends concepts that relate to health promotion and disease prevention. (HE.A.1.1)
- The student understands positive health behaviors that enhance wellness.

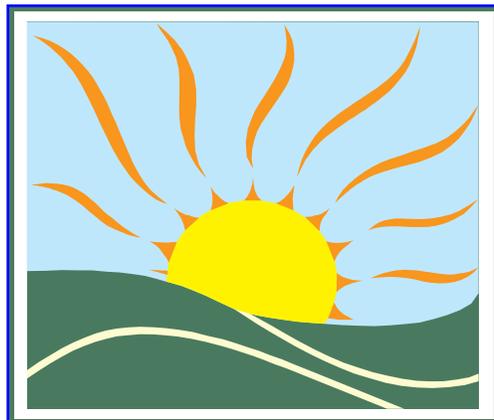
Standard 2:

- The student knows how to access valid health information and health-promoting products and services. (HE.A.2.1)
- The student knows sources of health information (e.g., people, place and products) and how to locate them.

Responsible Health Behavior

Standard 1:

- The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1)
- The student knows and practices good personal health habits.

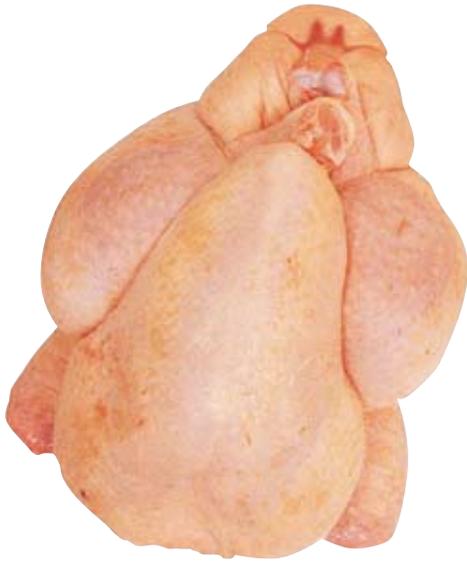


Attachment 1

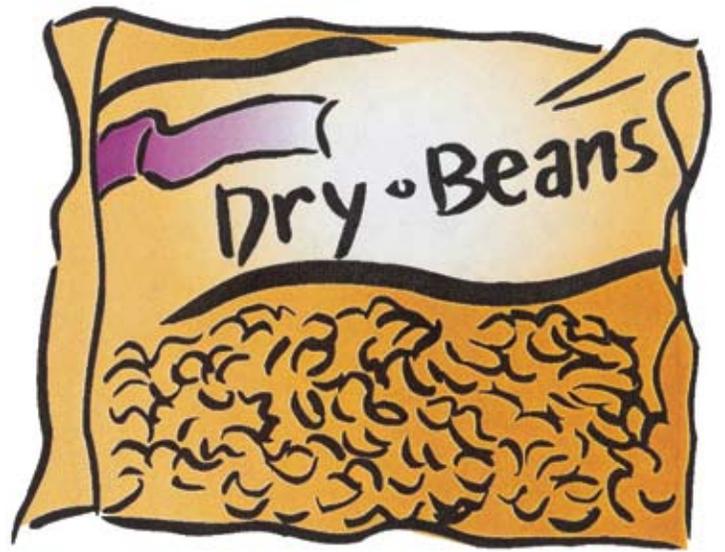
Laminate the pictures on the following pages, cut out, and then put Velcro on the back of the pictures.













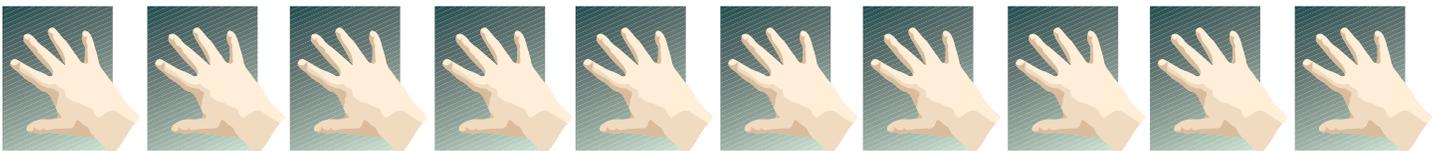






Attachment 2

Let's Count



Attachment 3

Let's Go Shopping Activity

Let children draw their own food onto the shopping cart or cut and paste food onto shopping cart from the pictures in Attachment 2.



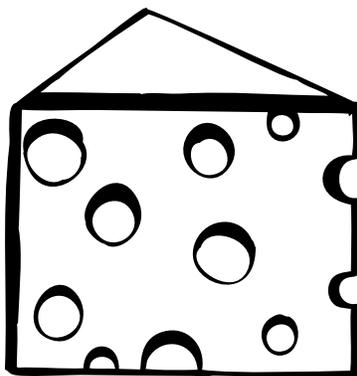
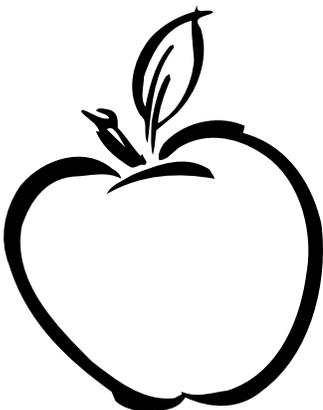
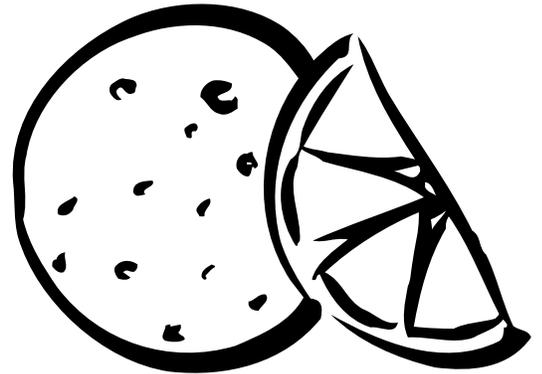
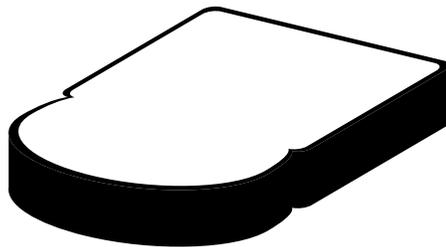
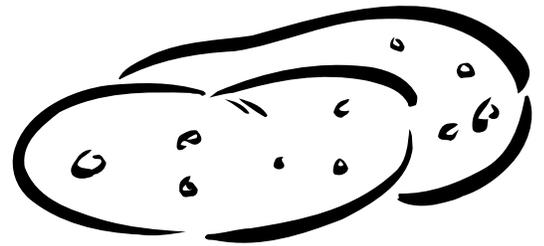
Attachment 4

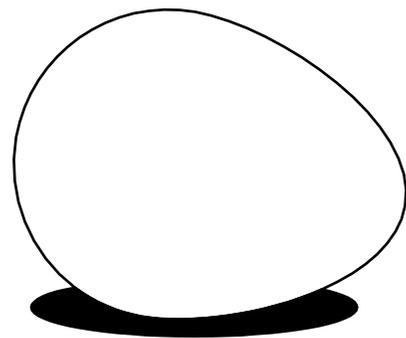
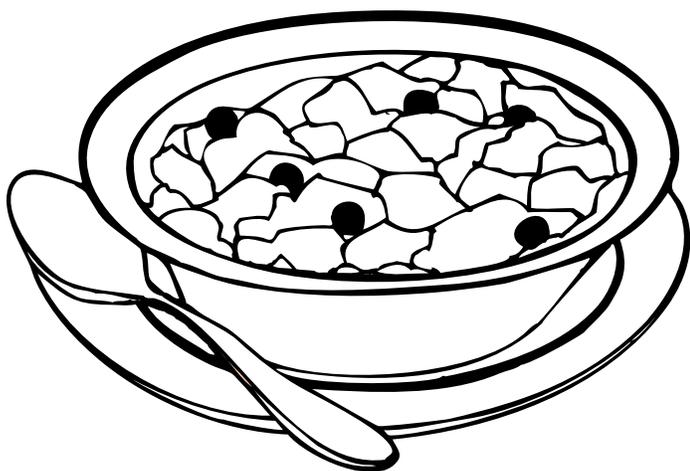
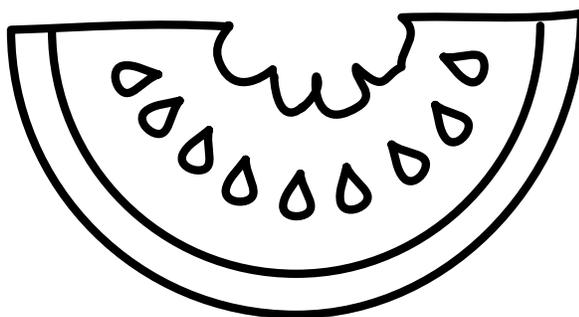
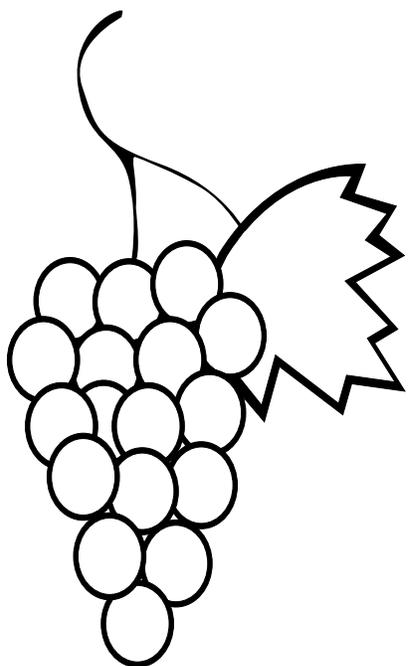
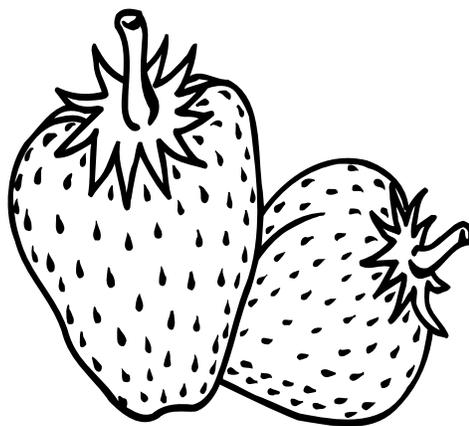
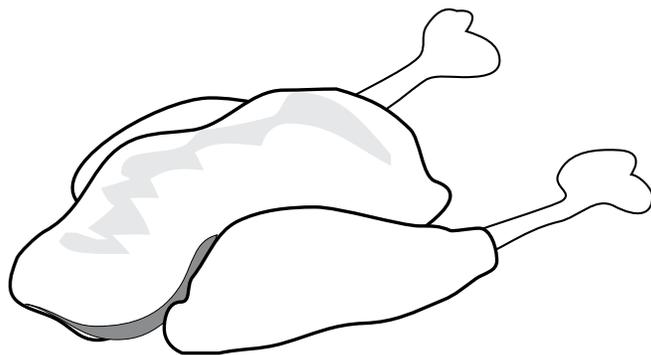
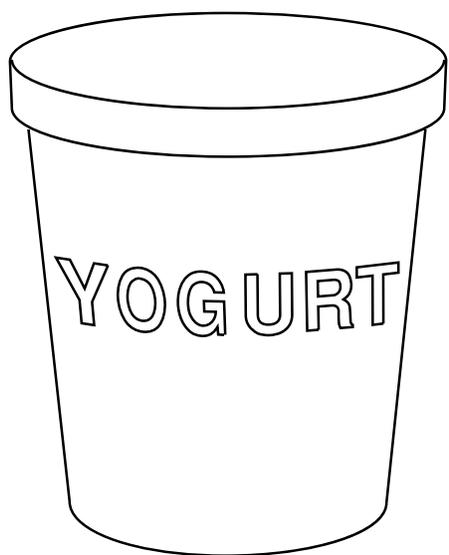
Placemats

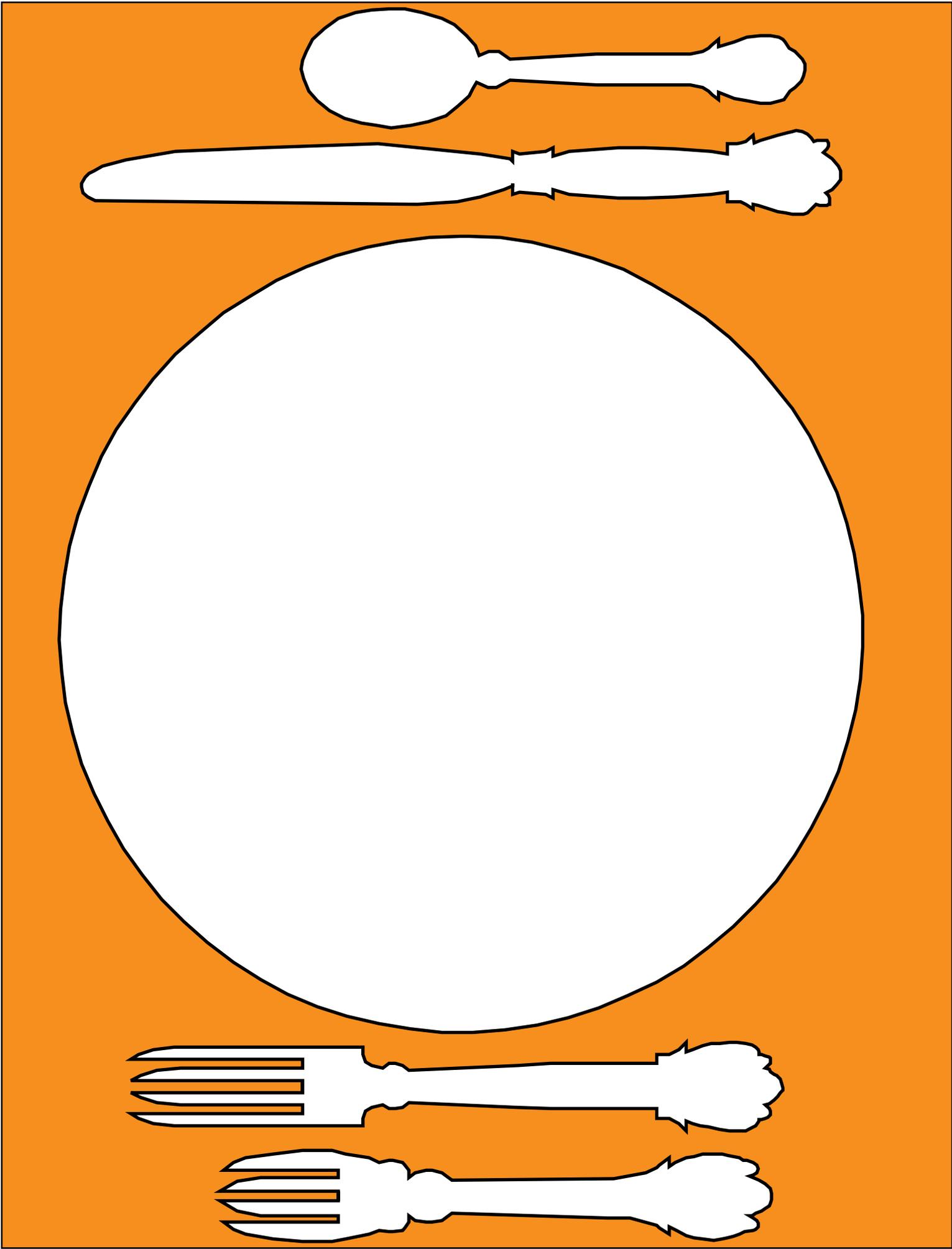
You will need the following:

- Picture of Plate
- Black and white pictures of foods from My Pyramid (shown below)
- Crayons
- Page protectors
- Glue

Let children color one food from each food group—one from the Fruit Group, one from the Vegetable Group, one from the Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group, one from the Bread, Cereal, Rice, & Pasta Group, and one from the Milk, Yogurt, & Cheese Group. Have children cut them out and glue onto plate. Place plate into page protector.







Attachment 5

Parent Goal Setting (English Version)

✂-----

What did you see or hear today that you think your child would like to do at home?

✂-----

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✂-----

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✂-----

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✂-----

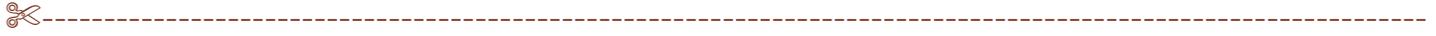
What did you see or hear today that you think your child would like to do at home?

Attachment 5

Parent Goal Setting (Spanish Version)



¿Qué vió o escuchó usted hoy que usted cree que su niño puede hacer en la casa?



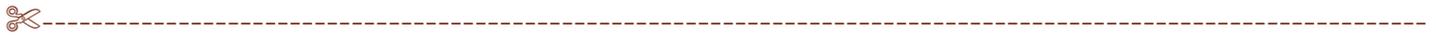
¿Qué vió o escuchó usted hoy que usted cree que su niño puede hacer en la casa?



¿Qué vió o escuchó usted hoy que usted cree que su niño puede hacer en la casa?



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Nutrition Tips for Parents

Family Mealtime

Did you know that children who have frequent family meals are more likely to do better in school and develop better eating habits and healthy behaviors? Family meals can help children feel secure and loved. Don't let your child miss out on this very important family time! **Make mealtime a top priority.**

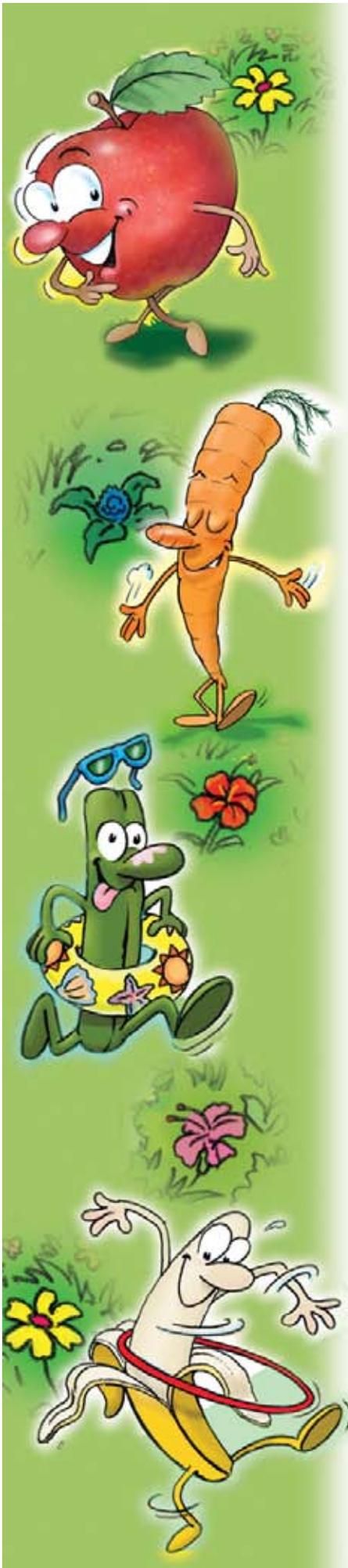
Getting Started

- Start slowly. If you haven't been having meals together, start by trying to eat together one or two nights of the week.
- Make family mealtime a priority. Don't answer the phone. Turn off the TV during mealtime.
- Keep it simple. Meals do not have to be fancy or time consuming. It's being together that is most important.
- Be creative about where you eat. Dinner could be a picnic in the park or in your living room.
- Involve your child. Let him or her set the table or help with preparing the meal.
- Make it a goal to keep the meal relaxed and fun. Don't fuss over what your child eats or does not eat. Focus on talking with your child and just being together.

Family Shopping Tips

- The next time you are at the grocery store, let your child count some of the produce such as oranges or tomatoes.
- Children will have an easier time learning how to count if they have something to count.
- Teaching children to count using the actual items is more fun than just memorizing numbers.
- Buy some produce and let your child count them at home. Then, of course, let your child eat them for a healthy snack.

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Ideas de Nutrición para Padres

Comidas Con la Familia

¿Sabía usted que se ha encontrado que los niños que comen con su familia realizan mejor trabajo en la escuela y desarrollan mejores hábitos alimenticios y un comportamiento más saludable? Las comidas con la familia pueden ayudar a que los niños se sientan más seguros y amados. No deje que su hijo pierda ese tiempo con su familia! **Haga la comida familiar su prioridad.**

Como Comenzar

- Comience despacio. Si ustedes no han estado comiendo juntos, trate de comenzar a comer juntos una o dos noches por semana.
- Haga la comida familiar una prioridad. No conteste el teléfono. Apague la televisión durante la hora de la comida.
- Simplifique. Las comidas no tienen que ser elaboradas ni consumir mucho tiempo. Lo importante es estar juntos.
- Sea creativo cuando planee donde comer. Puede ser un jira en el parque o en su sala.
- Envuelva a su niño. Permítale poner los platos y cubiertos en la mesa o ayudar a preparar la comida.
- Propóngase hacer la hora de la comida relajada y divertida. No se preocupe por lo que su niño coma o no coma. Ponga su enfoque en la conversación con su niño y en estar juntos.

Ideas para las Compras con la Familia

- La próxima vez que usted este en la tienda de comestibles, permita que su niño cuente algunos de los vegetales o frutas tales como naranjas o tomates.
- Los niños aprenden a contar con más facilidad si tienen algo que contar.
- Es más divertido enseñar a los niños a contar usando objetos que memorizando números.
- Compre vegetales o frutas y permita que su niño los cuente en la casa. Luego, por supuesto, permítale que los coma durante la merienda.

WIC provee oportunidades iguales a todos.

