

# Eating the Alphabet

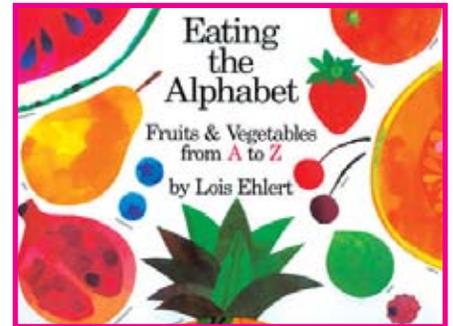
## Lesson Plan

### Goal

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

### Objectives for Children

- Children will name one fruit or one vegetable and say what color it is.
- The children will name their favorite fruit or vegetable.



### Objectives for Parents

- The parents will state how many servings of fruit and vegetables a preschool child needs each day.
- The parents will state the preschool children's serving size for the Fruit Group and the Vegetable Group.



## rocedure

1. Wear your **Give Me 5 A Day!** apron, if you have one. Invite children into the circle by giving them each a fruit or vegetable plush toy to hold during story time. Tell them after the story is read that the fruits and vegetables will be tired and will need to go back in the basket for a nap.
2. Have children sit “criss-cross applesauce” in a circle with the teacher. Go around the circle and ask each child to name the fruit or vegetable he or she is holding. Teacher then says, *“Watch while I am reading and see if you can find your fruit or vegetable in our story.”*
3. The teacher shows the children the cover of the book and says, “What do you think this book is about? Yes, our ABCs.”
4. The teacher says to the children, *“Today we are going to talk about fruits and vegetables. Did you know that there are fruits and vegetables for each letter of the alphabet? We are going to say the alphabet and name fruits and vegetables at the same time. We will also look at the color of the fruit and vegetable. Fruits and vegetables keep us healthy. We feel better when we eat fruits and vegetables. They give us energy to run and play.”*
5. The teacher reads the title of the book, **Eating the Alphabet**, and the author, Lois Ehlert.
6. The teacher begins reading the story using lots of expression. The teacher reads the first page and then on the second page the teacher says: *“A is for apricot, asparagus and apple.”* The teacher points to each of these as she speaks.
7. The teacher then recognizes the child holding the apple by saying, *“Who is holding the apple? Hold it up. A is for apple”*.
8. The teacher then says, *“What does an apple taste like? Is it crunchy? What does it smell like? What does it feel like?”*
9. The teacher then points to the apple and asks the children the color of the apple?
10. When the teacher comes to the “B” page the teacher says, *“B is for blueberry, beans, and broccoli.”* Then the teacher points to banana and asks the children if they know the name of it.
11. The teacher then recognizes the child holding the banana by saying, *“Who is holding the banana? Hold it up. B is for banana.”*

12. The teacher then says, *“What does a banana taste like? What does it feel like? What does it smell like?”*
13. The teacher then says, *“What color is the banana?”*
14. The teacher then continues on with the alphabet but gauges how the children are doing. If the children are beginning to get restless, end the story. The most important thing to do is to make sure each child gets to hold up his fruit or vegetable. Note: Children this age will not know if you read the whole alphabet or in the correct order.
15. The teacher then says, *“What are the names of some of the fruits and vegetables that we just read about?”* After a child names one, ask them the letter it begins with and the color it is. Ask them to name some fruits and vegetables that they eat at home.
16. The teacher collects the toy fruits and vegetables. Remind the children the fruits and vegetables are tired and need to go into the basket to take a nap.

### Exploring Activity

The teacher then brings out a basket of felt fruits and vegetables. The teacher holds one up at a time and asks the children to name it. The teacher then asks the children the letter it begins with and the color of the fruit or vegetable. The fruit or vegetable is then placed on the felt board.

The teacher says, *“What is your favorite fruit or vegetable?”*

The teacher then says, *“That is great that you are eating fruits and vegetables because they help to keep you healthy and give you energy to run and play”.*

The teacher gives each child a color sheet of fruits and vegetables (Attachment 1).



d e f g

## 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](http://www.nal.usda.gov/wicworks/Sharing_Center/statedev-nutritioneducation.html)

Try leading out with a question such as: “Where do you shop for your fruits and vegetables?” Some points to add as they come up naturally in the discussion are:

- Share with parents that we all need to eat at least 2 servings of fruit a day and 3 servings of vegetables a day to equal 5 a day.
- Show them what a serving size of a fruit and vegetable looks like for a preschooler by using the food models.
- Be sure to show the serving size for juice and tell them that most pediatricians recommend only 6 ounces of juice a day for a preschooler.
- Share some ideas on how to help children eat more fruits and vegetables.
- Ask them if they have any good tips on helping their child eat fruits and vegetables.
- Eat a variety of colors of fruits and vegetables throughout the week.

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 3).

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

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)

### Surprise Bag

- The teacher puts toy fruits and vegetables (or fresh fruit & vegetables) into a bag. Have one child at a time reach into the bag and feel one fruit or vegetable without looking.
- The teacher then says, *“Guess which fruit or vegetable you are touching?”*
- The teacher says again, *“We need to eat fruit and vegetables every day so we can run and play”*.

### Munch Time

- Bring a few fruits or vegetables that are washed and cut and have a taste test. This could be as simple as apple wedges. Be sure to give children a hand wipe before they eat.
- The teacher then says, *“How does the fruit or vegetable taste? Is it sweet? Is it crunchy? Is it juicy?”*
- The teacher also asks about the color of the fruits and vegetables and tells the children we need to eat fruits and vegetables every day for energy so we can run and play.

### Rainbow Streamer

- See directions for craft (Attachment 2 ). After the streamers are made, play a song from the [Give Me Five A Day!](#) CD with the children. Have children dance and move to the music using their rainbow streamer.



## **M**aterials Needed for Lesson Plan

- **Eating the Alphabet** book by Lois Ehlert [www.amazon.com](http://www.amazon.com)
- **Give Me 5 A Day!** Apron (optional) [deedee@creativepockets.com](mailto:deedee@creativepockets.com)
- **Give Me Five A Day!** CD [www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html)
- Fruit and vegetable plush toys: Fruit Seedies and Veggie Friend Seedies by Gazelle ~\$2.30 each from Neat Solutions 1.888.577.6328 or [www.neatsolutions.com](http://www.neatsolutions.com)
- Felt fruits and vegetables and felt board [www.neatsolutions.com](http://www.neatsolutions.com) OR fruit and vegetable felt pieces from Food Groupie, Inc. at 1-800-476-8743.
- Tomato, carrot, broccoli, grapes, and banana black and white cut-outs (see Attachment 1)
- Red, orange, green, purple, yellow, and white crayons
- Food Models [www.enasco.com](http://www.enasco.com) [www.nutritionexplorations.org/catalog/preschool.asp](http://www.nutritionexplorations.org/catalog/preschool.asp)

## **M**aterials Needed for Optional Reinforcing Activities

1. **S**urprise bag:
  - **Five A Day** Bag or lunch sack
  - Fresh fruit and vegetables or fruit and vegetable plush toys [www.neatsolutions.com](http://www.neatsolutions.com)
2. **M**unch Time:
  - Cut up fresh fruit and vegetables (enough for every parent and child)
  - Wipes for hand washing
  - Paper plates
3. **R**ainbow streamers (see Attachment 2):
  - Black and white pictures to color
  - Scotch tape or glue
  - Paper plates
  - Red, orange, green, purple, and white crepe paper streamers
  - Music such as the **Give Me 5 A Day!** CD
  - CD player

# 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.

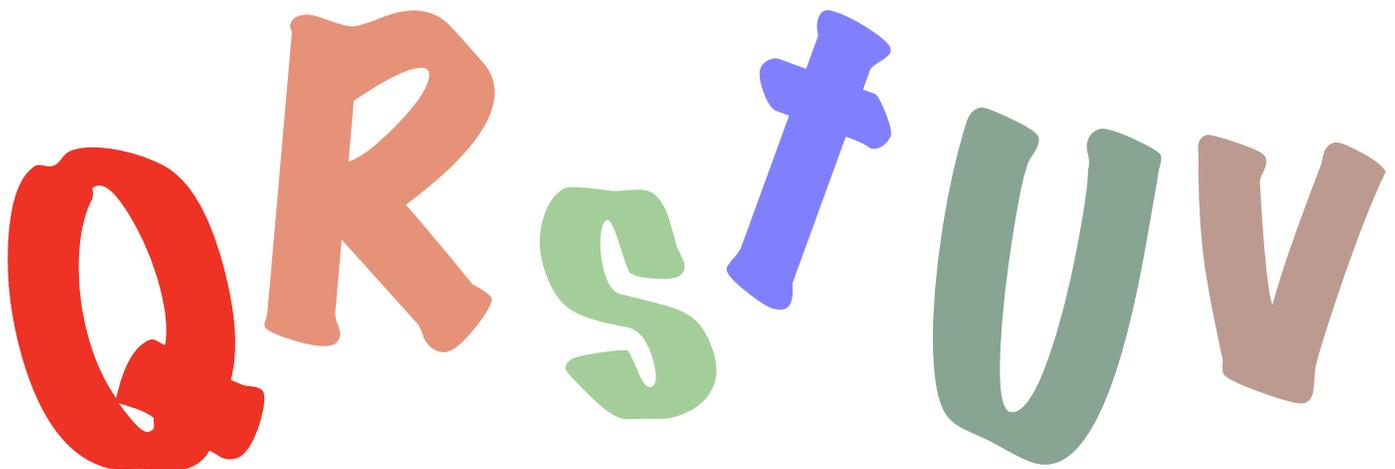
### Standard 2:

- 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.

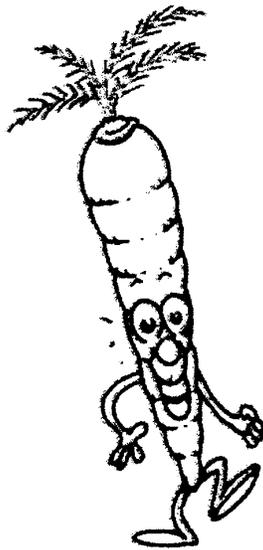
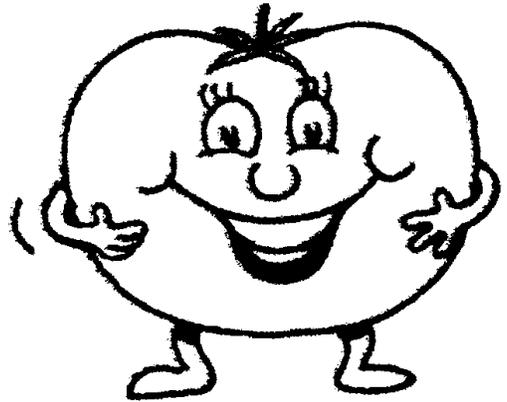
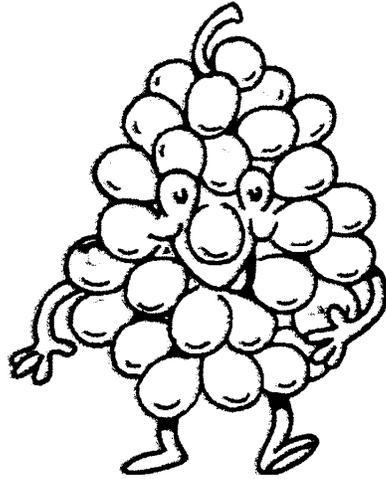
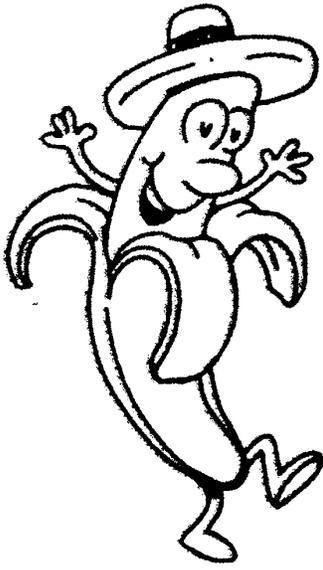
## Responsible Health Behavior

### 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



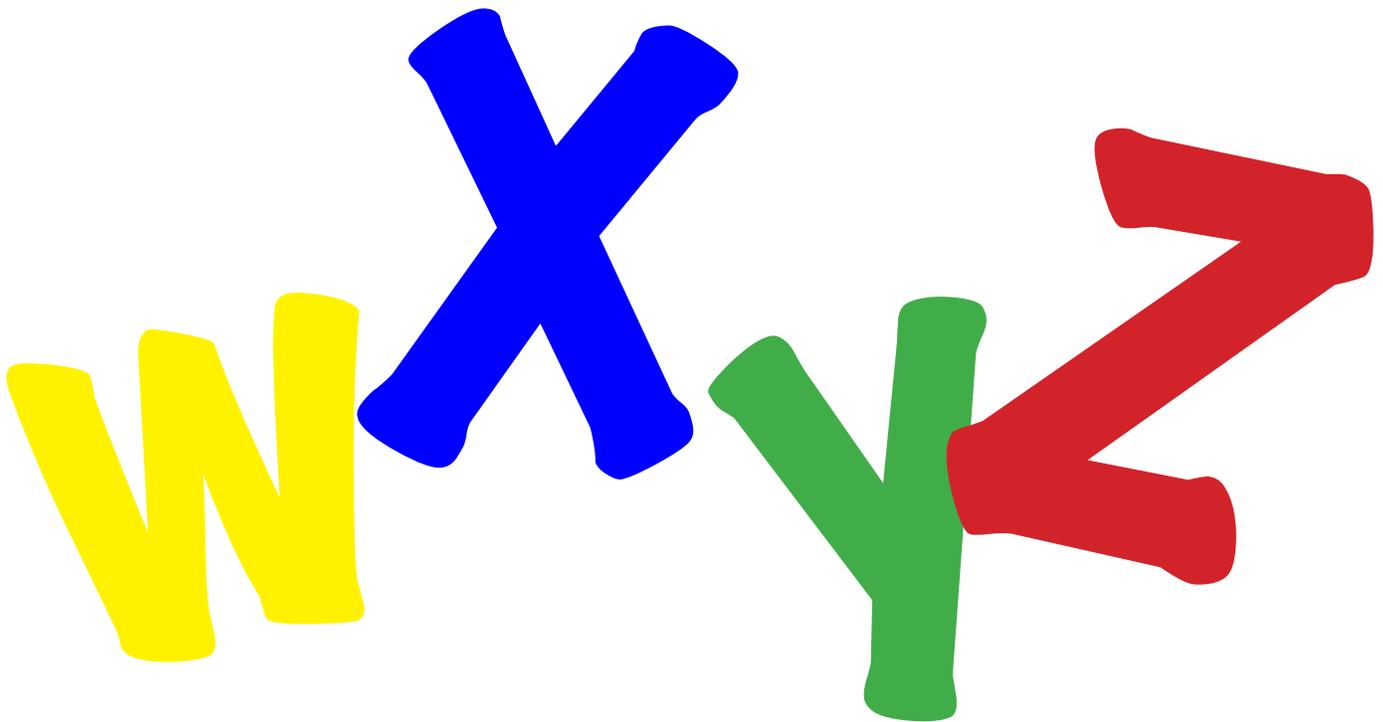
## Attachment 2

### Instructions for Rainbow Streamers

#### You will need the following:

- Scotch tape or glue stick
- Stapler
- Paper plates with center large hole cut out.
- Red, orange, green, purple, and white crepe paper streamers
- Banana, grapes, broccoli, tomato, and carrot pictures

Cut a hole in the paper plate. Have children color the banana, grapes, broccoli, tomato, and carrot pictures. Provide each child with the plate, 5 streamers, and a glue stick. Have parents help their child attach streamer to plate. Have the children glue each colored fruit and vegetable onto the appropriate colored streamer.





# Attachment 3

## 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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✂-----

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

# Attachment 3

## Parent Goal Setting (Spanish Version)



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



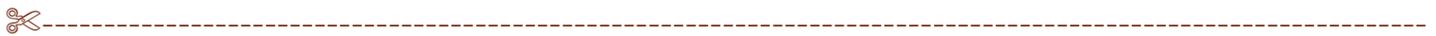
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# Nutrition Tips for Parents

## Eating the Alphabet

### Tips for helping your child eat more fruits and vegetables

- Be a role model and eat fruits and vegetables yourself.
- Serve a new food with foods that your child loves. Don't give too many new foods at one time.
- Give your child a choice. Ask, "Do you want broccoli or green beans with your dinner?"
- If all else fails, sneak it in. Add shredded or pureed carrots to meat loaf or spaghetti sauce.
- Experiment with other pureed vegetables and fruits.
- Children love finger foods. Offer fruits and vegetables that are cut into small pieces. For children under 4 years of age, only serve soft fruits and vegetables that are easy to chew and swallow. Raw vegetables such as carrots and celery sticks should not be served to children under 4 years of age.

### Shopping and helping in the kitchen

- When you are shopping at the store, ask your child to pick out a red, orange, green, purple, or white fruit or vegetable.
- Ask them to tell you the name of the fruit or vegetable. Tell them the letter it begins with and the letter sound.
- Show them the written word on the sign in the produce aisle at the store or at the produce stand.
- Ask them if they would like to take it home and taste it.
- Ask them how they think it will taste and feel—sweet, sour, crunchy, or juicy.
- Let your child help you prepare the fruits or vegetables. Children can wash the produce or put them into the serving bowl.

### Fruit and Vegetable Tracking Chart

Put this chart on the refrigerator and help your child track how many different colors of fruits and vegetables he eats.

[www.5aday.com/pdfs/kids/track/trackcolor01.pdf](http://www.5aday.com/pdfs/kids/track/trackcolor01.pdf)

Here is a list of fruits and vegetables by color.

[www.5aday.com/pdfs/kids/track/trackcolor02.pdf](http://www.5aday.com/pdfs/kids/track/trackcolor02.pdf)

**READ, READ, READ!** Teachers know that reading is the single most important activity you can do for your child to help him/her to become a reader.

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Adapted from the Pennsylvania WIC Program.



# Ideas de Nutrición para Padres

## Ideas para ayudar a su niño a comer más frutas y vegetales

- Sea usted un buen ejemplo y coma más frutas y vegetales.
- No agobie a su niño con demasiados alimentos nuevos de una vez. Sirva un vegetal nuevo con alimentos que a el/ella le encantan.
- Dele a su niño la oportunidad de escoger. Pregunte, ¿Quieres brécol o habichuelas verdes con tu comida?
- Si todo lo demás falla, escóndalo. Añada zanahorias ralladas o en puré al rollo de carne o en la salsa para spaghetti.
- A los niños le encantan los alimentos que se comen con los dedos. Ofrézcale frutas y vegetales que están cortados en pedazos pequeños. Para niños menores de 4 años, sirva solamente frutas y vegetales que sean fáciles de masticar y tragar. Vegetales crudos tales como zanahorias y apio no se deben servir a niños menores de 4 años.

## Comprando y ayudando en la cocina

- Cuando usted esté comprando en la tienda, dígame a su niño que escoja una fruta o vegetal rojo, anaranjado, verde, violeta o blanco.
- Pregunte a su niño el nombre de la fruta o vegetal. Dígame la letra con la cual comienza y su sonido.
- Muéstreles la palabra escrita en el rótulo en la isleta de productos agrícolas de la tienda o del estante de frutas y vegetales.
- Pregúnteles si desean llevárselo a la casa y probarlo.
- Pregúnteles como creen que sabrá y sentirá—dulce, amargo, crujiente o jugoso.
- Permita que su niño le ayude a preparar las frutas y vegetales. Los niños pueden lavar estos o ponerlos en un envase de servir.

## Diagrama De Consumo de Frutas y Vegetales

Ponga este diagrama en la nevera y ayude a su niño a anotar cuantas frutas y vegetales de diferentes colores el come.

[www.5aday.com/pdfs/kids/track/trackcolor01.pdf](http://www.5aday.com/pdfs/kids/track/trackcolor01.pdf)

Aquí aparece una lista de frutas y vegetales de acuerdo a su color.

[www.5aday.com/pdfs/kids/track/trackcolor02.pdf](http://www.5aday.com/pdfs/kids/track/trackcolor02.pdf)

**LEE, LEE, LEE!** Los maestros saben que leer es la actividad más importante que usted puede hacer para su hijo para ayudarlo/la a convertirse en una persona que lee.

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