

# Nutritious Story Time<sup>®</sup>

by  
Mary Stickney, R.D., L.D.



**Training Manual 2006-2007**

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This booklet available for free download at:  
[www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html)



FLORIDA  
**WIC**

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Good Nutrition for  
Women, Infants & Children

# Nutritious Story Time Training Manual

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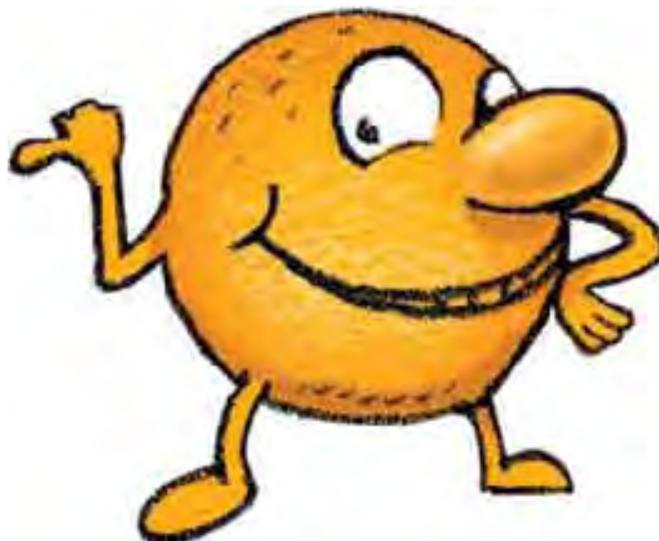
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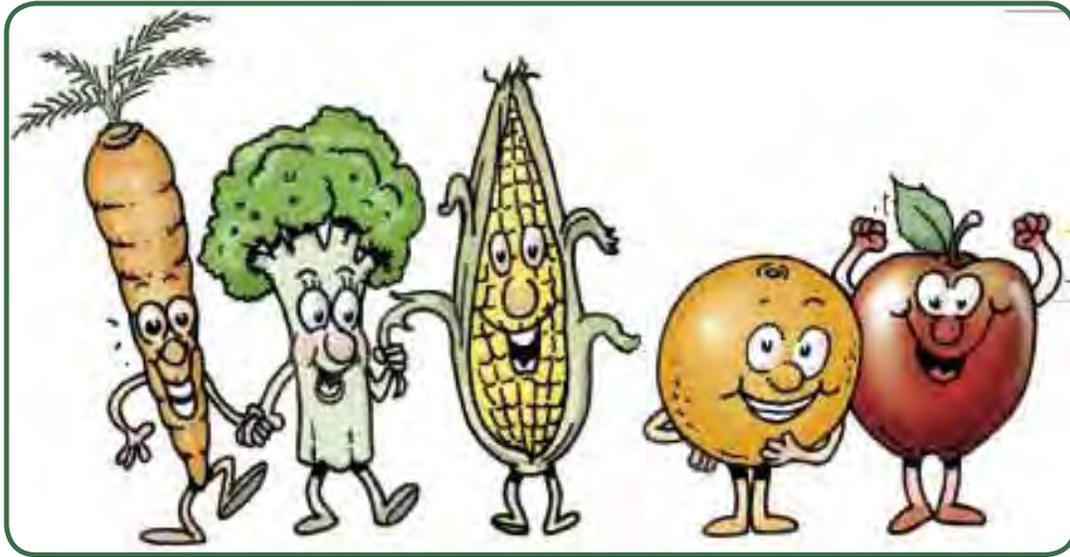




## ntroduction to Story Time

**Nutritious Story Time is a family nutrition literacy program that encourages parents to read to their children at home and teaches positive health and nutrition messages to parents and children. Nutritious Story Time emphasizes making nutrition education fun and interesting for young children and their parents. Research has shown that one of the biggest predictors of health status is literacy. With this in mind and based on the fact that CDC statistics have shown that the rate of childhood obesity has doubled in the United States since the 1980's, Nutritious Story Time was created for the Orange County WIC program in 1999. Teachers, health educators, and day care providers can use this manual to start a nutritious story time in their classroom. Nutritionists in WIC and other food programs can implement story time at their agency and train other professionals in its use.**





## bjectives of Story Time Training

**The trainee will be able to:**

1. State three reasons to read to children in WIC.
2. Demonstrate three methods to use to involve children while reading.
3. State a basic understanding of Emerging Literacy.
4. Name three ways in which children learn.
5. Demonstrate the steps to Story Time.
6. State three nutrition messages or “Share Messages” to emphasize with children and parents in the following books: [Give Me Five A Day!](#), [Eating the Alphabet](#), [Feast for Ten](#), [The Very Hungry Caterpillar](#), [I Will Never Not Ever Eat a Tomato](#), [Carlos & Clarice Mooove to Lowfat Milk!](#).
7. Name one game or craft to play with children and parents to reinforce the nutrition message for each book.
8. Demonstrate how to organize the Story Time materials.
9. Locate resource information in the Story Time Manual.



# Story Time Training Agenda

7

## Day 1

### I. WELCOME AND OVERVIEW OF STORY TIME

#### Why Read to Children in WIC?

We have an opportunity to combine nutrition and literacy in WIC and really make a difference in our WIC families' lives. Teachers know that children need a stimulating home environment in the early years to help the child's development. In WIC, we can help parents learn this by modeling reading and literacy activities in the clinic. Parents can then learn how to read with their children at home. We also have the opportunity to make nutrition fun and meaningful for the children and their parents. Children love stories, games, songs and crafts. And when parents see their children engaged in Story Time and having fun they relax and learn along with them. Parents appreciate the extra attention we give their children during Story Time and it helps to create a positive attitude towards learning. Attitude is everything in learning for both the child and parent! Once we create a warm, positive atmosphere in WIC through Story Time, parents are more receptive to learning and participating in the learning environment. Story Time also creates a fun, supportive environment for staff. We all need to relax a little, have fun, and enjoy the parents and children in WIC. Story Time can be a WIN WIN for both our WIC families and our staff.

#### Goals of Story Time

- Share nutrition information with parents.
- Teach the children simple nutrition concepts.
- Encourage parents to read to their children at home.
- Have fun with the children!



## Activity 1

Think about all the different ways you learned as a child. Write them down on the space below.

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### What is Emergent Literacy?

Emergent Literacy is the current theory that looks at children's literacy development before formal instruction begins. It is the process of becoming a reader and a writer. Children don't just suddenly begin reading. Researchers now know that literacy gradually emerges over time.

Children learn in a variety of ways. Here are some of the ways in which children learn.

- Play
- Music
- Art
- Drama
- Language
- Movement
- Repetition
- Senses
- Meaningful Experiences
- Socializing
- Actively Constructing the World around Them



### Pointers for reading to young children

- Read with lots of expression.
- Sometimes follow the words with your finger.
- Hold the book so everyone can see it.
- Use props to highlight important parts of the story.
- Point out objects in the book.
- Involve the children in the story.
- As the story is read pause at key points to let the children fill in the familiar phrase.

As you see Story Time being implemented write down any methods the teacher uses to incorporate the way children learn and any "pointers" the teacher used for reading to young children.

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Let's look at what you wrote down. Which of these methods or pointers do you want to try at your clinic?

## Activity 2

Share with the group some challenges you have had in teaching young children or challenges you think may happen when teaching young children.

### Steps to Story Time

- Step 1: Invite children in and get them comfortable
- Step 2: Read with expression
- Step 3: Play a game to reinforce the message
- Step 4: Make a craft / share time with parents
- Step 5: Sing a song or dance with children and “Munch Time”.
- Step 6: Pass out nutrition information to parents/stickers to children

**Read through lesson plan titled “The Very Hungry Caterpillar”.** After reading through the lesson plan, write down what the teacher did in the lesson plan for each step:

- Step 1: \_\_\_\_\_
- Step 2: \_\_\_\_\_
- Step 3: \_\_\_\_\_
- Step 4: \_\_\_\_\_
- Step 5: \_\_\_\_\_
- Step 6: \_\_\_\_\_

Which ideas do you want to try at your site?

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## II. IMPLEMENTING STORY TIME

### How to set the room up for Story Time

Having a rug or carpet for children to sit on during Story Time is strongly recommended. It really sets the stage for a successful Story Time and helps gain children’s cooperation. A carpet with a “nutrition theme” such as one with healthy foods around the perimeter is ideal. This gives the children their own special “food” to sit on and helps to create order. Ask parents to sit behind the children either in chairs or on pillows. Set a small chair for yourself in front of the children and at the head of the carpet. Have your materials beside you on a table within easy reach. Some examples of Story Time carpets that are available are:

[www.lakeshorelearning.com](http://www.lakeshorelearning.com)

[www.foodgroupie.com/edu\\_category.cfm?store=1&cat=Activity%20Carpets](http://www.foodgroupie.com/edu_category.cfm?store=1&cat=Activity%20Carpets)

### Activity 3

Describe to your partner some common challenges with teaching WIC parents in groups.

#### Share Time with Parents

Share Time with parents is meant to engage parents in a conversation with you. When craft time starts, ask parents to join you on the carpet with the children so they can assist their child as needed. Once the children are working on their craft, engage parents in a conversation. This time is meant to be relaxed and informal. **This is the critical part of Story Time and where nutrition education is provided.** Try “chit chatting” with the parents first, this is commonly called using an icebreaker. A good conversation starter is talking with parents about their children. For instance say: “I like the way Justin is holding his crayon.” Keep share time light-hearted and fun. Many of our WIC parents feel intimidated in a classroom setting. Stay positive and be non-judgmental. Use open ended questions that encourage conversation. You can also start with a question like: “What advise would you give to a mom whose child only wants to drink juice?” Do not single out anyone or put them on the spot. Parents need to feel comfortable with you before they will participate in a discussion. **Do Not Lecture!** Say “Thank you, I am glad you said that.” when a parent shares information. Talk with parents just like you would with your friends. Keep it relaxed. When parents feel safe and relaxed with you then they will talk. If you have children, you can share a personal story such as “I remember when my daughter refused to eat anything but Cheerios.” It helps the parents to see that you had your own struggles with your children.

For more on leading a dialogue with WIC clients log onto:

[http://www.nal.usda.gov/wicworks/WIC\\_Learning\\_Online/index.html](http://www.nal.usda.gov/wicworks/WIC_Learning_Online/index.html)

Looking back on “Share Time” in “**The Very Hungry Caterpillar**” what question was used to start a conversation with parents. Can you think of other open ended questions to engage parents in a conversation?

Write down 2 questions that you will use at your site to engage parents in a conversation?

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### III. PRACTICING STORY TIME

#### Set up for **The Very Hungry Caterpillar Story Time**

- One trainee observes assessment procedure
- One trainee observes set up for Story Time
- Both trainees observe Story Time
- Regroup and answer questions about **The Very Hungry Caterpillar** and brainstorm on how it will work in their clinic

#### **Lunch**

#### Set up for **Feast for Ten**

- One trainee observes assessment procedure
- One trainee observes set up for Story Time
- Both trainees observe Story Time
- Regroup and answer questions about **Feast for Ten**

#### Set up for **Carlos & Clarice Mooove to Lowfat Milk!**

- Both trainees observe
- Regroup and answer questions about **Carlos & Clarice Mooove to Lowfat Milk!** lesson plan



## Day 2

### Activity 4

Share with the group what you have done in the past to gain children's cooperation. This could be as a parent or as a teacher.

#### What if he won't sit down?

Try assigning a fruit or vegetable to each child at the beginning of Story Time for them to sit by. If a child stands up ask them to "Please, sit down by your apple". Try to word your request with what you want the child to do: "Go, sit by your broccoli, please". Instead of saying: "Don't stand up".

- Have the standing child sit with a "buddy" – another child.
- Have the child sit on his mom's lap.
- Give the child something to hold while sitting.
- Reward children periodically for sitting. Use phrases such as: "I like the way Sophia is sitting and listening to the story."

#### What if they don't want to sit on the carpet?

If the child prefers to sit on his parent's lap, that is OK. Just say; "That's OK maybe you will want to join us on the carpet later." Reassure his parents that their child is behaving in a very normal way. They often feel embarrassed that their child is not "grown up" enough to sit on the carpet with the other children. The majority of the time the child will join in when he sees how much fun the other children are having.

#### What if he keeps talking?

Talking is normal for children this age. It is how they learn. At the beginning of Story Time it helps to give children a few simple rules so they know what to expect. An example is: "Today, we are going to read a story about a Caterpillar." "I need everyone to sit quietly while the story is read and then we will color".

#### What if they won't give you back the crayons or toys?

Try making a game of it. "The fruits and vegetables are really tired and need to go back in their basket for a nap."

Or try trading. "Once you give me the crayons than you can have a book to take home."

#### What if a child colors on someone else's project?

Give each child their own coloring mat or tray to color on.

Give the child a warning by saying: "Please color on your mat or your crayons will need to go on my desk".

### **What if the parent brings along younger siblings?**

Have a basket with large plastic fruits or vegetables so you can hand them one to play with during the story.

Give the basket to the parent so she can hand her toddler additional toys as needed.

Remember children will not behave perfectly! Relax and have fun with them.

You are teaching Story Time and a child keeps standing in front of the book you are reading blocking the view of the other children. What can you do?

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You are trying to put the seedies away into your basket and one of the children says “NO”, starts crying, and won’t let go of it. What can you do?

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Which of these ideas do you want to share with your staff when you go back to your clinic?

## **IV. PRACTICING STORY TIME**

- Trainees demonstrate *The Very Hungry Caterpillar*, *Feast for Ten*, or *Carlos and Clarice Mooove to Lowfat Milk!*.
- Demonstrate *I Will Never Not Ever Eat a Tomato* to trainees only.
- Demonstrate *Eating the Alphabet* to trainees only.

## **V. IMPLEMENTING STORY TIME IN TRAINEES’ WIC SITE**

- Brainstorm on how to implement Story Time into your clinic area.
- Brainstorm on how to “sell” Story Time to other WIC staff.

## **Lunch**

## **VI. STORY TIME MATERIALS**

- Show organization of materials
- Story bags

## **VII. FINISHING ISSUES**

- Questions / answers
- Evaluations
- Pre & Post-Testing (minimum 15 for each book)



# Bibliography

**Bergen, Doris.** The Role of Pretend Play in Children's Cognitive Development. *Early Childhood Research and Practice*. 2002;Vol. 4, Number 1.

**Nord, Christine W.; Lennon, Jean; Liu, Baiming; and Chandler, Kathryn.** Home Literacy Activities and Signs of Children's Emerging Literacy. *Education Statistics Quarterly*. 1999; Vol 2, Issue 1.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Joint position paper statement of the International Reading Association and the National Association for the Education of Young Children. *Young Children*. July 1998.

**Mendoza, Jean; Reese, Debbie.** Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls. *Early Childhood Research and Practice*. 2001; Practice Vol 3, Number 2.

**Sandall, Susan R, Schwartz, Illene S.** Building Block for Teaching Preschoolers with Special Needs. Paul. H. Brooks Publishing, 2002.

**Tompkins, Gail E.** Language Arts 4th edition. Prentice-Hall. 1998.

**Wright, Susan.** The Arts, Young Children and Learning. Pearson Education, Inc. 2003.



# Story Bag Contents

## Give Me Five A Day! Book

- Copy of Steps to Story Time for **Give Me Five A Day!** (page 18)
- 10 Fruit and vegetable seedies
- Copy of **Give Me Five A Day!** Book
- Give Me Five A Day!** Glove (page 34)
- 2 fruits and 3 vegetables **Give Me Five A Day!** characters (pages 40-44)
- Give Me Five A Day!** Headband craft (page 92)
- Give Me Five A Day!** CD ( Bring CD player)
- Copy of Share Time with parents for **Give Me Five A Day!** (page30)
- Copy of Nutrition Tips for parents for **Give Me Five A Day!** Book (pages 45-46)
- Copy of Parent Goal Setting (pages 38-39)

## Eating the Alphabet Book

- Copy of Steps to Story Time for **Eating the Alphabet** (page 18)
- 10 Fruit and vegetable seedies
- Copy of **Eating the Alphabet** Book
- Felt Fruits and Felt Vegetables ([www.neatsolutions.com](http://www.neatsolutions.com))
- Felt Board
- Bag with plastic fruits or real fruits and vegetables
- Rainbow streamer craft (page 55)
- Give Me Five A Day!** CD or other nutrition CD ( Bring CD player)
- Copy of Share Time with parents (page 50)
- Copy of Nutrition Tips for parents (pages 59-60)
- Copy of Parent Goal Setting (pages 57-58)

## Feast for Ten Book

- Copy of Steps to Story Time for **Feast for Ten** (page 19)
- Copy of **Feast for Ten** book
- Color pictures (laminated) of grocery cart, pumpkins, chicken, children, beans, greens, cucumbers, potatoes, and tomatoes (pages 68-76)
- Felt Board
- Fruit and vegetable seedies in a basket
- Placemat craft (pages 79-81)
- Copy of Share Time with parents (page 63)
- Copy of Nutrition Tips for parents (pages 84-85)
- Copy of Parent Goal Setting (pages 82-83)

## The Very Hungry Caterpillar Book

- Copy of Steps to Story Time for **The Very Hungry Caterpillar** book (page 19)
- Color copies of 1 apple, 2 pears, 3 plums, 4 strawberries, 5 oranges on a craft stick.  
([www.dltk-teach.com/books/hungrycaterpillar/felt\\_fun.htm](http://www.dltk-teach.com/books/hungrycaterpillar/felt_fun.htm))
- Copy of **The Very Hungry Caterpillar** Book
- Fruit Tree game (page 89)
- Headband and wings craft (page 92)
- Give Me Five A Day!** CD (and CD player)
- Copy of Share Time with parents (page 88)
- Copy of Nutrition Tips for parents (pages 95-96)
- Copy of Parent Goal Setting (pages 93-94)

## Will Never Not Ever Eat a Tomato Book

- Copy of Steps to Story Time for **I Will Never Not Ever Eat a Tomato** book (page 20)
- Copy of **I Will Never Not Ever Eat a Tomato** book
- Felts of peas, carrots, tomato, potato, banana, oranges, apples, rice, and cheese.
- Felt Board
- Tomato plate craft (page 105)
- Copy of Share Time with parents (page 99)
- Copy of Nutrition Tips for parents (pages 106-107)
- Copy of Parent Goal Setting (pages 103-104)

## Carlos and Clarice Mooove to Lowfat Milk!

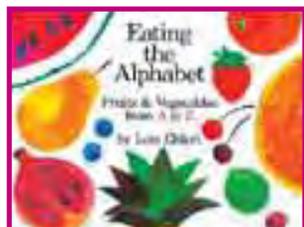
- Copy of Steps to Story Time for **Carlos and Clarice Mooove to Lowfat Milk!**
- Copy of the book **Carlos and Clarice Mooove to Lowfat Milk!**
- Find the Lowfat Milk game (pages 114-115)
- Carlos Puppet craft (page 116)
- Copy of Share Time with parents (pages 110)
- Copy of Nutrition Tips for parents (page 122)
- Copy of Parent Goal Setting (pages 120-121)

# Books



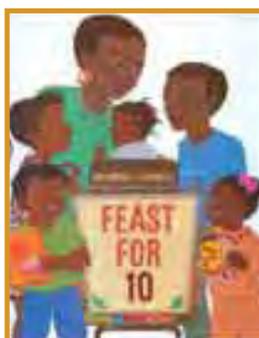
Give Me Five A Day! book by Kathy Reeves, Brenda Crosby, Jennifer Hemphill and Elizabeth Hoffman

[www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html)



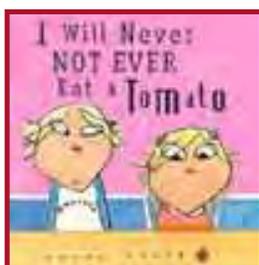
Eating the Alphabet book by Lois Ehlert

[www.amazon.com](http://www.amazon.com)



Feast For Ten book by Cathryn Falwell

[www.amazon.com](http://www.amazon.com)



I Will Never Not Ever Eat A Tomato by Lauren Child

[www.amazon.com](http://www.amazon.com)



The Very Hungry Caterpillar by Eric Carle

[www.amazon.com](http://www.amazon.com)



Carlos & Clarice Mooove to Lowfat Milk! by Kathy Reeves, Mary Stickney, and Diane Bowden

[www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html)



# STEPS TO STORY TIME

## Steps to Story Time for [Give Me Five A Day!](#) Book

- Step 1 Invite children in using “Seedies”. Help children say the name of their seedie – apple, plum, etc...
- Step 2 Read [Give Me Five A Day!](#).
- Step 3 Play game with pictures of [Give Me Five A Day!](#) characters and [Give Me Five A Day!](#) glove.
- Step 4 Make a [Give Me Five A Day!](#) headband/share time with parents.
- Step 5 Play a song from [Give Me Five A Day!](#) CD or other nutrition song and let children dance or march with hats on - Munch Time (optional).
- Step 6 Pass out nutrition information to parents/stickers to children.

## Steps to Story Time for [Eating the Alphabet](#)

- Step 1 Invite children in using the “seedies”. Help children say the name of their seedie – apple, plum, etc...
- Step 2 Read [Eating the Alphabet](#), having children hold up their seedie as it is found in book.
- Step 3 Pull out felt fruit or vegetable and have children place it on board and name it. Or put real or plastic fruit and vegetables into surprise bag and have them guess what they are feeling.
- Step 4 Make rainbow streamer/share time with parents.
- Step 5 Play a song from [Give Me Five A Day!](#) CD or other nutrition song and let children dance with rainbow streamers - Munch Time (optional).
- Step 6 Pass out nutrition information to parents/stickers to children.

## Steps to Story Time for Feast for Ten

- Step 1 Bring children in by showing them cover to book and saying; “We are going to read a story”.
- Step 2 Read **Feast for Ten**.
- Step 3 Count with children using color photos of food and/or play shopping basket game/song.
- Step 4 Make a placemat/share time with parents.
- Step 5 Song already done in step 3.
- Step 6 Pass out nutrition information to parents/stickers to children.

## Steps to Story Time for The Very Hungry Caterpillar

- Step 1 Invite children in using the fruits on craft sticks . Help children say the name of their fruit – apple, plum, etc...
- Step 2 Read **The Very Hungry Caterpillar**
- Step 3 Play fruit tree game
- Step 4 Make butterfly wings and headband/share time with parents
- Step 5 Play a song from **Give Me Five A Day!** CD or other nutrition song and let children dance with wings and hats - Munch Time (optional).
- Step 6 Pass out nutrition information to parents/stickers to children.

### Steps to Story Time for [I Will Never Not Ever Eat a Tomato](#)

- Step 1 Bring children in by showing them cover to book and saying; “We are going to read a story”.
- Step 2 Read [I Will Never Not Ever Eat a Tomato](#).
- Step 3 Play felt food game.
- Step 4 Make tomato plate/share time with parents
- Step 5 Play a song from [Give Me Five A Day!](#) CD or other nutrition song and let children dance - Munch Time (optional).
- Step 6 Pass out nutrition information to parents/stickers to children.

### Steps to Story Time for [Steps to Story Time for Carlos and Clarice Mooove to Lowfat Milk!](#)

- Step 1 Invite children in by showing them the cover to [Carlos and Clarice Mooove to Lowfat Milk!](#).
- Step 2 Read [Carlos and Clarice Mooove to Lowfat Milk!](#).
- Step 3 Play “Find the 1% Lowfat Milk”.
- Step 4 Make [Carlos or Clarice](#) puppet/Share Time.
- Step 5 Milkshake Song/Taste Milkshake - Munch Time (optional).
- Step 6 Pass out parent handout / stickers to children.



# PRE-TESTS & POST-TESTS

## Pre-Test for Give Me Five A Day!

Please select the best answer:

- 1. Preschool children should have at least 2 fruits a day. **True** or **False**
  - 2. Preschool children should have at least 3 vegetables a day. **True** or **False**
  - 3. Children need at least 60 minutes of physical activity a day. **True** or **False**
- 

## Post-Test for Give Me Five A Day!

Please select the best answer:

- 1. I plan on serving my child more fruits and vegetables. **Yes** or **No**
- 2. Preschool children should have at least 5 servings of fruit and vegetables a day. **True** or **False**
- 3. I plan on making time in the day for physical activity for my child. **Yes** or **No**

### Pre-Test for Eating the Alphabet

Please select the best answer:

1. One way to help your child eat more fruits and vegetables is:
    - a. Be a role model and eat them yourself.
    - b. Make him/her eat them.
    - c. Don't offer your child any choices
  
  2. How many servings of vegetables and fruit do preschool children need a day?
    - a. 2
    - b. 4
    - c. At least 5
  
  3. A portion size of juice for a preschool child is:
    - a. 8 ounces
    - b. 4 ounces
    - c. 12 ounces
  
  4. Have you ever been to Story Time before?  
**Yes**                      **No**
- 

### Post-Test for Eating the Alphabet

Please select the best answer:

1. How many servings of vegetables and fruit do preschool children need each day?
  - a. 2
  - b. 4
  - c. At least 5
  
2. A portion size of juice for a preschool child is:
  - a. 8 ounces
  - b. 4 ounces
  - c. 12 ounces
  
3. One way to help your child eat more fruits and vegetables is:
  - a. Be a role model and eat them yourself.
  - b. Make him/her eat them.
  - c. Don't offer your child any choices
  
4. Choose the type of nutrition education you like for your child's WIC appointment?  
 Story Time                       Individual Appointment

### Pre-Test for Feast for Ten

Please select the best answer:

1. Children who have frequent family meals are more likely to do better in school.

**True**

**False**

2. Children who have frequent family meals are more likely to develop healthy eating habits and good social skills.

**True**

**False**

3. Have you ever been to Story Time before?

**Yes**

**No**

---

### Post-Test for Feast for Ten

Please select the best answer:

1. Children who have frequent family meals are more likely to do better in school.

**True**

**False**

2. Children who have frequent family meals are more likely to develop healthy eating habits and good social skills.

**True**

**False**

3. Choose the type of nutrition education you like best for your child's WIC appointment:

Story Time

Individual Appointment

### Pre-Test for The Very Hungry Caterpillar

Please select the best answer:

1. How many servings of fruit does a preschool child need each day?
    - a. 1 serving
    - b. 2 servings
    - c. 5 servings
  
  2. If your child is thirsty, the best choice to offer is:
    - a. Milk
    - b. Water
    - c. Juice
  
  3. A portion size of juice for a preschool child is:
    - a. 8 ounces
    - b. 4 ounces
    - c. 12 ounces
  
  4. Have you ever been to Story Time before?  
**Yes**                      **No**
- 

### Post-Test for The Very Hungry Caterpillar

Please select the best answer:

1. How many servings of fruit does a preschool child need each day?
  - a. 1 serving
  - b. 2 servings
  - c. 5 servings
  
2. When my child is thirsty between meals I plan on offering:
  - a. Milk
  - b. Water
  - c. Juice
  
3. A portion size of juice for a preschool child is:
  - a. 8 ounces
  - b. 4 ounces
  - c. 12 ounces
  
4. Choose the type of nutrition education you like for your child's WIC appointment?  
 Story Time                       Individual Appointment

### Pre-Test for I Will Never Not Ever Eat a Tomato

Select the best answer:

1. It is normal for a child's appetite to vary from day to day.

**True**                      **False**

2. If you child does not want to try a new food it is OK to force him to try it.

**True**                      **False**

3. When introducing your child to a new food offer it along with a familiar food.

**True**                      **False**

4. Have you every been to Story Time before?

**Yes**                      **No**

---

### Post-Test for I Will Never Not Ever Eat a Tomato

Please select the best answer:

1. It is normal for a child's appetite to vary from day to day.

**True**                      **False**

2. If you child does not want to try a new food it is OK to force him to try it.

**True**                      **False**

3. When introducing your child to a new food offer it along with a familiar food.

**True**                      **False**

4. Choose the type of nutrition education you like for your child's WIC appointment?

Story Time                       Individual Appointment

### Pre-Test for Carlos and Clarice Moove to Lowfat Milk!

Please select the best answer:

1. What type of milk do you currently buy for your child?
    - a. Fat free/1%
    - b. 2%
    - c. Whole Milk
  
  2. Which of the following milk is best for children over 2?
    - a. Fat free/1%
    - b. 2%
    - c. Whole Milk
  
  3. Have you ever been to Story Time before?  
**Yes**                      **No**
- 

### Post-Test for Carlos and Clarice Moove to Lowfat Milk!

Please select the best answer:

1. Which milk is low in fat?
  - a. Fat free/1%
  - b. 2%
  - c. Whole Milk
  
2. What type of milk do you plan on buying for your preschooler?
  - a. Fat free/1%
  - b. 2%
  - c. Whole Milk
  
3. Choose the type of nutrition education you like for your child's WIC appointment?  
 Story Time                       Individual Appointment



# EVALUATION

## Nutritious Story Time

Please rate the following:

EXCELLENT ————— POOR

|                                     |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|
| Organization of Story Time Training | 5 | 4 | 3 | 2 | 1 |
| Content of Story Time Training      | 5 | 4 | 3 | 2 | 1 |
| Story Time Manual                   | 5 | 4 | 3 | 2 | 1 |
| Exercises and Activities            | 5 | 4 | 3 | 2 | 1 |
| Trainer Knowledge of Subject        | 5 | 4 | 3 | 2 | 1 |
| Story Time Practice Session         | 5 | 4 | 3 | 2 | 1 |
| Story Bags                          | 5 | 4 | 3 | 2 | 1 |
| Overall Program Objectives          | 5 | 4 | 3 | 2 | 1 |

What did you like most about Story Time Training?

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In what ways could the Story Time Training be improved?

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What are your plans for implementing Story Time in your clinic/s?

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# Give Me Five A Day!

## Lesson Plan

### Goal

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

### Objectives for Children

- The children will state how many fruits and vegetables they need to eat a day to stay healthy.
- The children will count 2 fruits and 3 vegetables.
- The children will say the names of some fruits or vegetables.



### Objectives for Parents

- The parents will state how many servings of vegetables their children need each day.
- The parents will state how many servings of fruits their children need each day.
- The parents will state the preschool children's serving size for the Fruit Group and the Vegetable Group.

Give Me 5  
A Day!

## Procedure

1. Wear your **Give Me 5 A Day!** apron, if you have one. Invite children into the room by offering them a fruit or vegetable plush toy to hold during story time. Tell them that after the story is read 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” (crossed legged) in a circle with the teacher.
3. Go around the circle and ask each child what fruit or vegetable he/she is holding.
4. The teacher shows the children the cover of the book and says, “**What do you think this book is about?**”
5. The teacher says: ***“Today we are going to talk about eating five fruits and vegetables a day. Fruits and vegetables keep us healthy and give us energy. They help our eyes sparkle and our skin glow.”***
6. The teacher reads the title of the book, **Give Me 5 A Day!**, and the names of the authors, Kathy Reeves, Brenda Crosby, Jennifer Hemphill and Elizabeth Hoffman.
7. The teacher reads: ***“Give me five, give me five, Give Me Five A Day!”***
8. The teacher “high fives” the children as she reads this sentence. Don’t forget to do this - the children love it.
9. The teacher continues to read. When the teacher reaches a page that has some of the fruits or vegetables on it that the children are holding, point to one and say: ***“What is this called? Is anyone holding this?”*** Hold it up for everyone to see.
10. The teacher continues to read the story and, along with the children, does the movement activities described in the book.
11. (optional) The teacher can also use colored copies of fruit and vegetable cartoons from the book to count with as the story is read.



## Exploring Activity

The teacher asks the children, *“How many fruits and vegetables do you need to eat a day to stay healthy?”*

The teacher says, *“That’s right—five a day.”*

The teacher then says, *“Give Me Five”* to each child and “high fives” them.

The teacher then pulls three felt vegetables out of her apron pocket and lets the children take turns placing them on the felt board.

The teacher says, *“Let’s count to three.”* The teacher points to each vegetable as they count.

The teacher then pulls two felt fruits out of her apron pocket and lets the children take turns placing them on felt board.

The teacher says, *“Let’s count to two.”* The teacher points to each fruit as they count.

The teacher then says, *“Let’s all count them together--1, 2, 3, 4, 5. That makes five a day. You need five fruits and vegetables a day to stay healthy.”*

## 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: “Can anyone share ideas that they have used with their children that have helped them to enjoy eating fruits and vegetables?”

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

- Share with parents we all need to eat at least 2 servings of fruit a day and at least 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.
- Ask parents to let children help them in the kitchen preparing the fruits or vegetables. Children can wash the produce or put them into the serving bowl.
- Talk with parents about eating a rainbow of colors of fruits and vegetables.
- Ask parents if they would like to share any ideas that have helped their children to eat more fruits and vegetables.
- 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 (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)

### Five A Day Glove Craft Idea

The teacher pulls out a “Five A Day” glove (see Attachment 1) with the fruits and vegetables attached with Velcro and says: *“Look, two fruits and three vegetables make five a day.”* (Wiggle each finger one at a time as you say this.) “Let’s count them: 1, 2, 3, 4, and 5.”

The teacher then says:

*“Can you point to the purple grapes?”*

*“Can you point to the orange carrot?”*

*“Can you point to the red tomato?”*

*“Can you point to the green broccoli?”*

*“Can you point to the yellow and white banana?”*

Let children make their own 5 A Day glove (Attachment 1)  
Have children count to five using their own five a day glove.

### Movement Time

Play a song from the *Give Me Five A Day!* CD with the children. Ask children to partner with a friend or parent and “Give Five” to each other while the music is playing. Have children dance and move to the music.

### Munch Time

Bring 2 different fruits and 3 different vegetables for the children to taste. Be sure to give children a hand wipe before they eat. Have them count the fruits and vegetables on their plates. Ask them the colors of the fruits and vegetables.

### Five A Day Hand Craft Activity (Attachment 2)



## Materials Needed for Lesson Plan

- 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)
- Basket and plastic fruits: ~\$20 fruits and vegetables [www.lakeshorelearning.com](http://www.lakeshorelearning.com)
- Give Me Five A Day! apron (optional) [deedee@creativepockets.com](mailto:deedee@creativepockets.com)
- Give Me Five A Day! book [www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html)
- 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)
- Food Models [www.enasco.com](http://www.enasco.com) [www.nutritionexplorations.org/catalog/preschool.asp](http://www.nutritionexplorations.org/catalog/preschool.asp)
- Copies of Attachment 3 that have been cut
- Felt Board and felt fruits and vegetables: ~\$19.95 each for board and ~\$7.95 for each fruit and vegetable set from Neat Solutions 1.888.577.6328 or [www.neatsolutions.com](http://www.neatsolutions.com) OR Make your own fruits and vegetables to put on felt board as shown at the end of this chapter.

## Materials for Optional Reinforcing Activities

- **Five A Day Glove Craft Idea**
  - Storytime glove for teacher: inexpensive glove, Velcro, pictures of fruits and vegetables (see Attachment 1) OR small plastic fruits and vegetables
  - Storytime glove for children (see Attachment 1)
  - Crayons
  - Latex gloves (obtain from clinic or purchase in any grocery or dollar store)
  - Black and white pictures of fruit and vegetable cartoons
  - Glue sticks
  - Scissors
- **Movement Time**
  - Give Me 5 A Day! CD or other fun CD
  - CD player
- **Munch Time**
  - 2 fruits for tasting
  - 3 vegetables for tasting
  - Hand wipes
  - Small paper plates
- **Hand Craft (Attachment 2)**
  - White paper
  - Crayons
  - Pencils
  - Scissors
  - Pictures of fruits and vegetables
  - Staple
  - Craft stick



# 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.
  - Classifies food and food combinations according to My Pyramid.

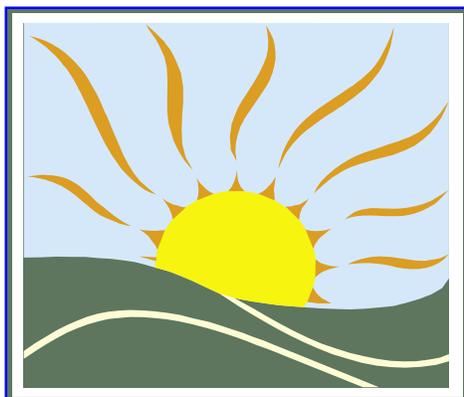
### Standard 2:

- 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

## Five A Day Glove Craft Activity

### Teacher's glove

- White inexpensive glove (for example: gardening glove)
- Velcro (for teacher's glove)
- Laminated (or contact paper) colored fruit and vegetable pictures or small plastic fruits and vegetables

### Children's glove

- Latex gloves (small or extra small)
- Crayons
- Black and white cartoons of grapes, banana, tomato, broccoli, and carrot
- Scissors
- Glue

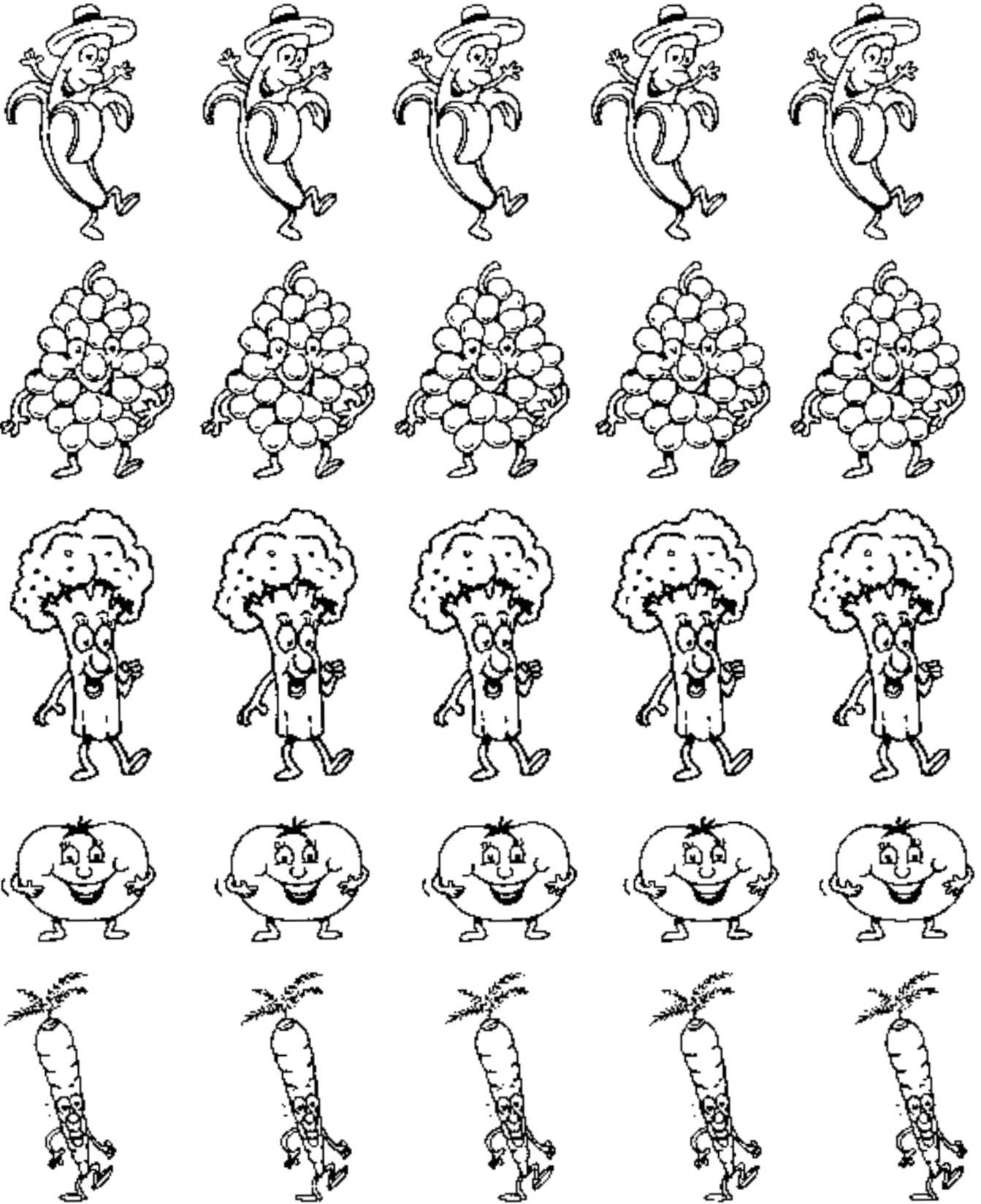
Have children color fruits and vegetables. Then let children or parents cut them out and glue one to each finger of the glove. Have children count the fruits and vegetables on his/her finger.



Picture's for Teacher's Glove - Laminate or use clear contact paper and cut.



Pictures for Children's Glove - Have children and parents color and cut.



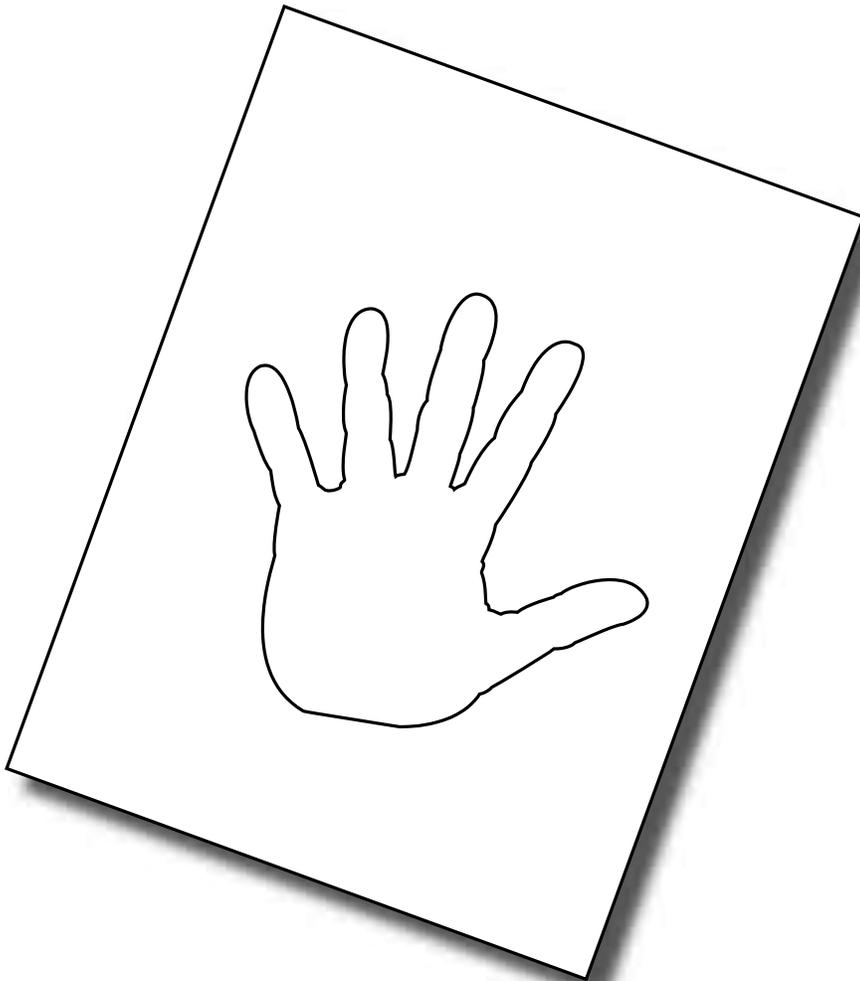
## Attachment 2

### Five A Day Hand Craft Activity

#### You will need the following:

- White paper
- Crayons
- Pencils
- Scissors
- Pictures of fruits and vegetables
- Staples
- Craft sticks

Have children trace their hand on paper and cut it out with parents' help. Have the children color two fruits and three vegetables and cut them out. Next, let the children glue one to each finger of the cut-out "hand." Staple cut-out "hand" to craft stick.



# 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?



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



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



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



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



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?



¿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?



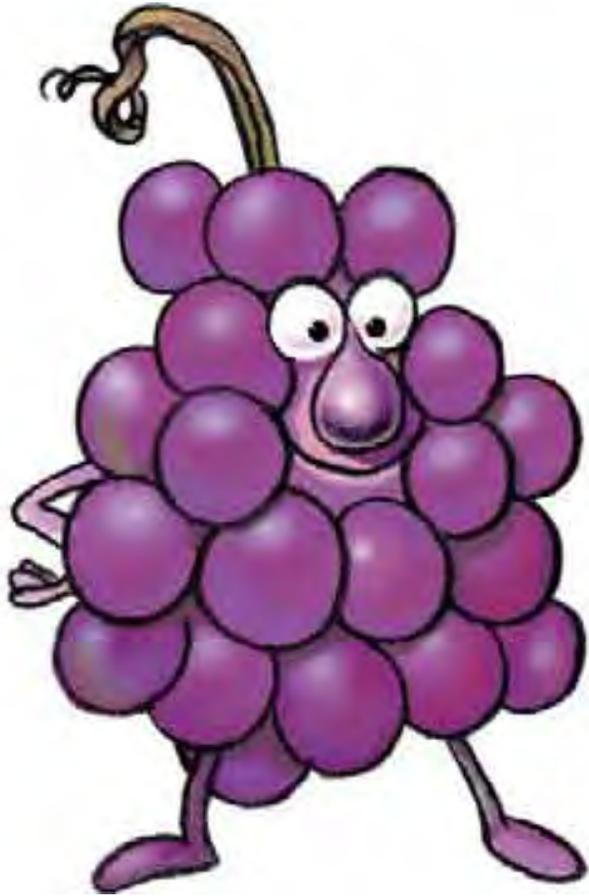
¿Qué vió o escuchó usted hoy que usted cree que su niño puede hacer en la casa?

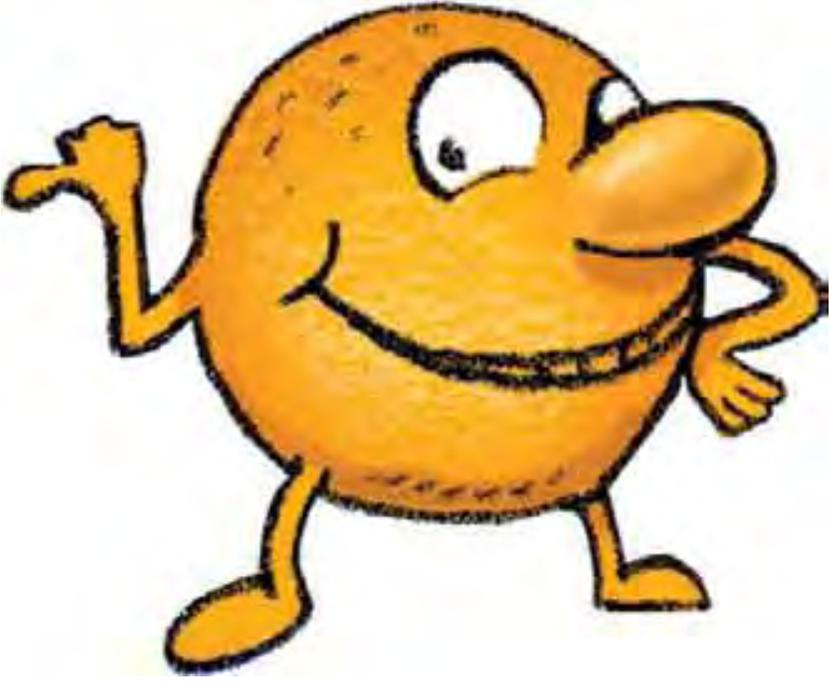


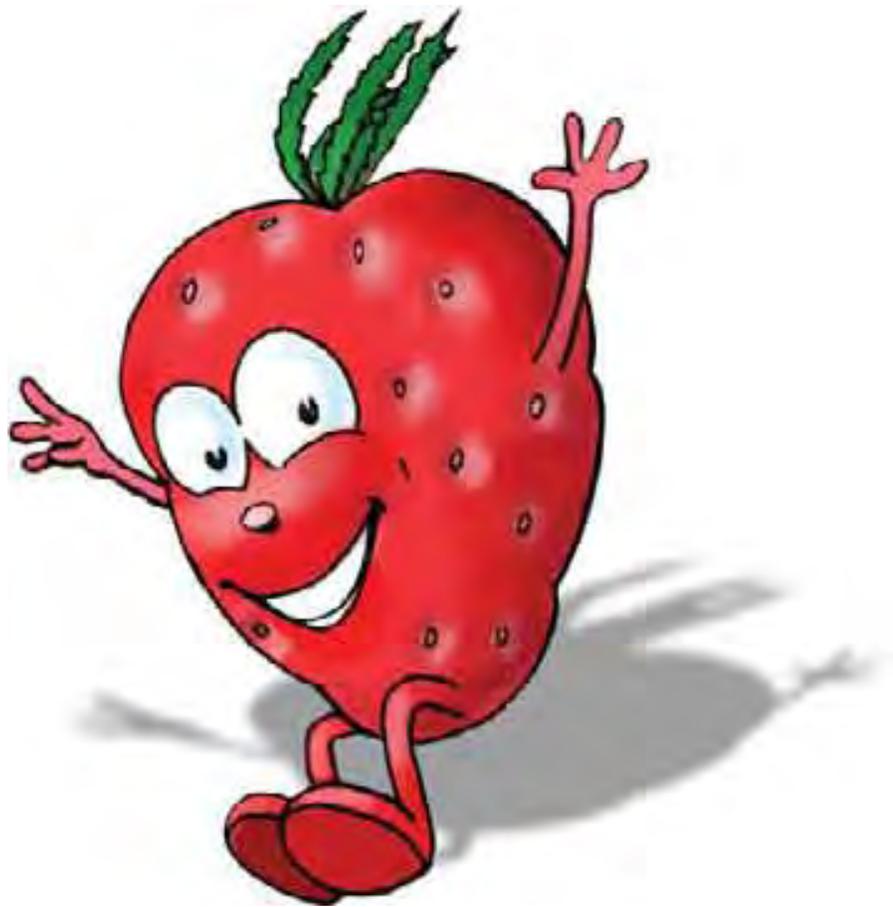
¿Qué vió o escuchó usted hoy que usted cree que su niño puede hacer en la casa?

**Fruits and Vegetables for Felt Board** - Laminate or use clear contact paper, cut out, and put Velcro on back.











# Nutrition Tips for Parents

## Give Me 5 A Day!

### But my child doesn't like vegetables!

- Let your child help choose and fix them.
- Sprinkle vegetables with a little grated WIC cheese.
- Mix vegetables into casseroles, meat loaf, or spaghetti sauce.
- Serve raw vegetables and dips to your child who is four years of age or older.
- Stir-fry vegetables in vegetable oil with herbs or spices.
- Offer your child vegetable juice.

### But fruits and vegetables cost too much!

- Buy them in season.
- Try shopping at a Farmer's Market or a fruit stand.
- Canned and frozen varieties often cost less.
- Buy fruits and vegetables instead of expensive snack foods like chips and sodas.
- Grow them in a home garden and let the kids help.

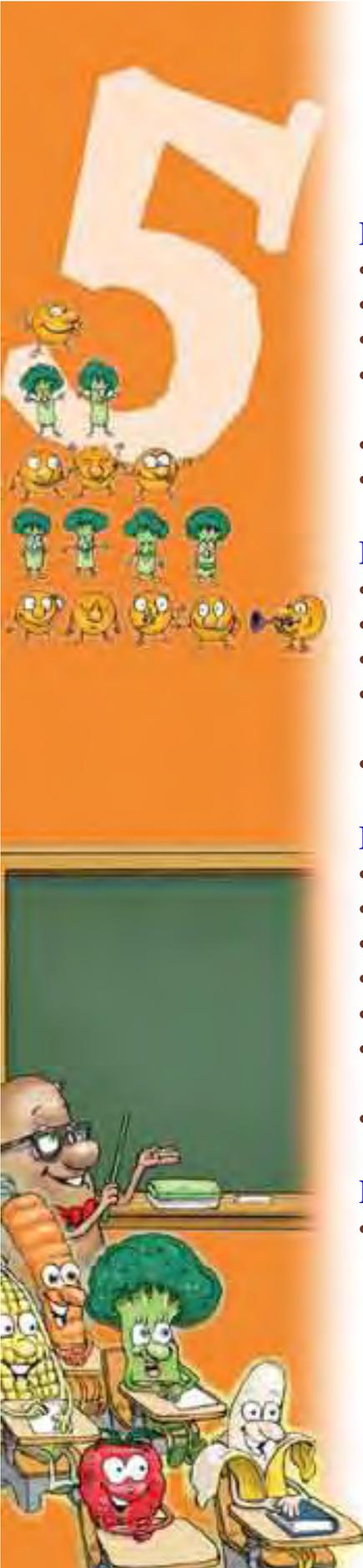
### I don't know how to use fruits and vegetables!

- Eat them raw.
- Add lettuce and tomato to a sandwich.
- Freeze WIC juice for healthy frozen fruit juice bars.
- Add fruit to cereal or yogurt.
- Add raw broccoli or cauliflower to a salad.
- Shred carrots, zucchini, or cabbage and mix in with your favorite meatball or soup recipe.
- Bake quick breads with added fruits or vegetables.

### But others in the house won't eat them. They just go to waste!

- The best way to teach your child healthy eating habits is for YOU to set the example. Get ideas or recipes from WIC staff, your friends, and family to help you add more fruits and vegetables to your family's diet. BE A ROLE MODEL!

WIC is an equal opportunity provider.  
Adapted from the Pennsylvania WIC Program.



# Ideas de Nutrición para Padres

## ¡Dame 5 por Día!

### ¡Pero a mi niño no le gustan los vegetales!

- Permita que su niño ayude en su selección y preparación.
- Polvoree un poco de queso de WIC rallado sobre los vegetales.
- Esconda los vegetales en comidas combinadas (casseroles), en rollo de carne o salsa de spaghetti.
- Sirva los vegetales crudos con “dips” a su niño que tiene cuatro años o más.
- Saltee los vegetales en aceite vegetal con hierbas o especias.
- Ofrezca a su niño jugo de vegetales.

### ¡Pero las frutas y vegetales cuestan demasiado!

- Compre los que están en temporada.
- Trate de comprar en el mercado de los agricultores o en los estantes de frutas y vegetales.
- Las variedades enlatadas y congeladas a veces cuestan menos.
- Compre frutas y vegetales en lugar de papitas fritas y sodas.
- Siémbrelos en el patio de su casa y permita que los niños le ayuden.

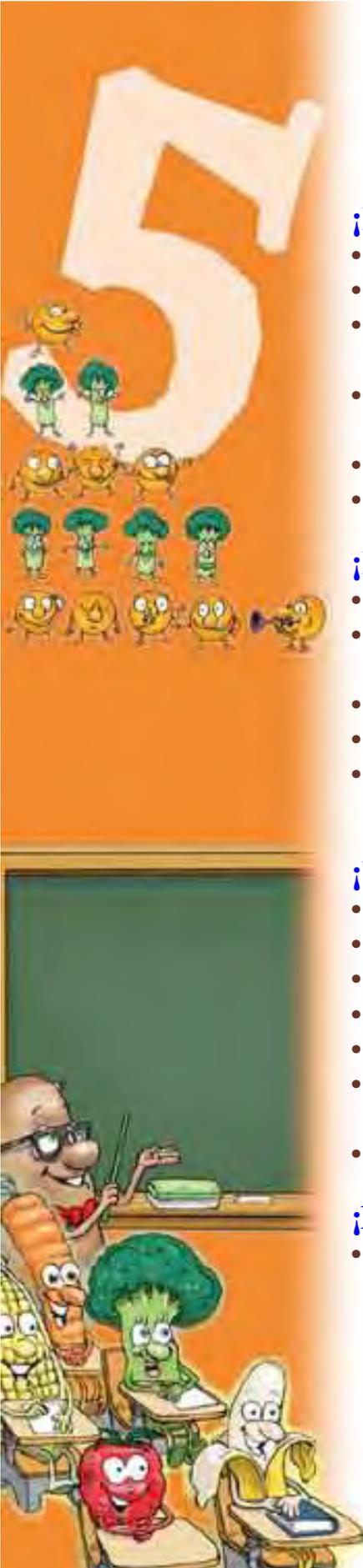
### ¡Yo no sé como usar las frutas y vegetales!

- Cómalos crudos.
- Añada lechuga y tomate a su emparedado.
- Congele el jugo de WIC para hacer barras de jugo congelado.
- Añada fruta al cereal o yogur.
- Añada brécol o coliflor crudos a la ensalada.
- Ralle zanahorias, zuchini o repollo y añádalas a su receta para albóndigas o sopa favorita.
- Hornee panes ligeros añadiéndoles frutas o vegetales.

### ¡Pero otras personas en la casa no los comen. Se echarán a perder!

- La mejor forma de enseñar a su niño hábitos de alimentación saludables, es con el ejemplo SUYO. Obtenga ideas o recetas del personal de WIC, sus amigos y familia para ayudarle a incluir más frutas y vegetales en la dieta de su familia. ¡Sea un buen ejemplo!

WIC provee oportunidades iguales a todos.  
Adapted from the Pennsylvania WIC Program.





# Eating the Alphabet

47

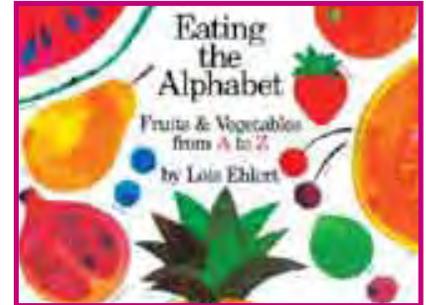
## Lesson Plan

### Goal

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

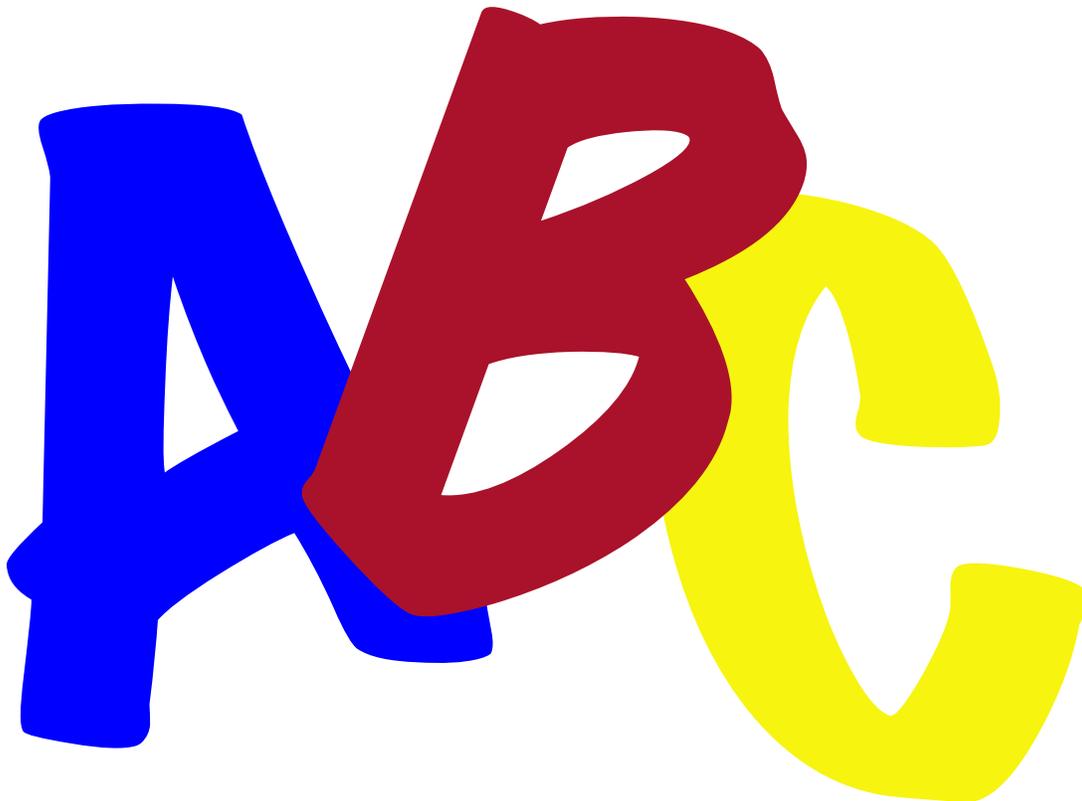
### Objectives for Children

- 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.



## Procedure

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).



## 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.

A large graphic of the letters L, l, m, n, o, and p. The letters are rendered in a thick, rounded, sans-serif font. Each letter is a different color: L is yellow, l is red, m is red, n is green, o is pink, and p is blue. The letters are arranged in a slightly wavy line from left to right.

## Materials 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)

## Materials Needed for Optional Reinforcing Activities

1. **Surprise 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. **Munch Time:**
  - Cut up fresh fruit and vegetables (enough for every parent and child)
  - Wipes for hand washing
  - Paper plates
3. **Rainbow 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.

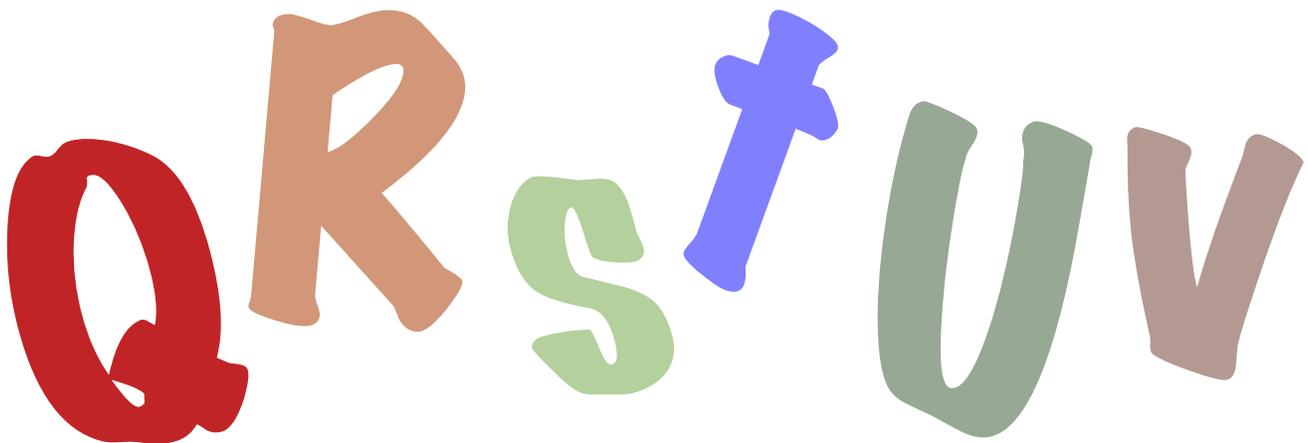
#### Standard 2:

- 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.

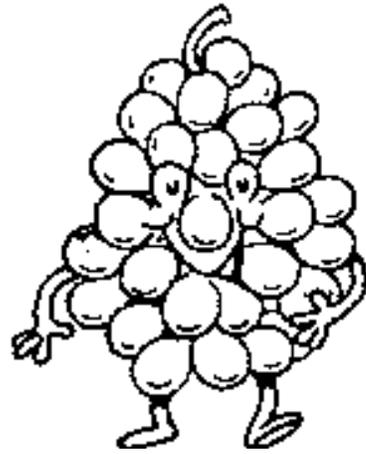
### Responsible Health Behavior

#### 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



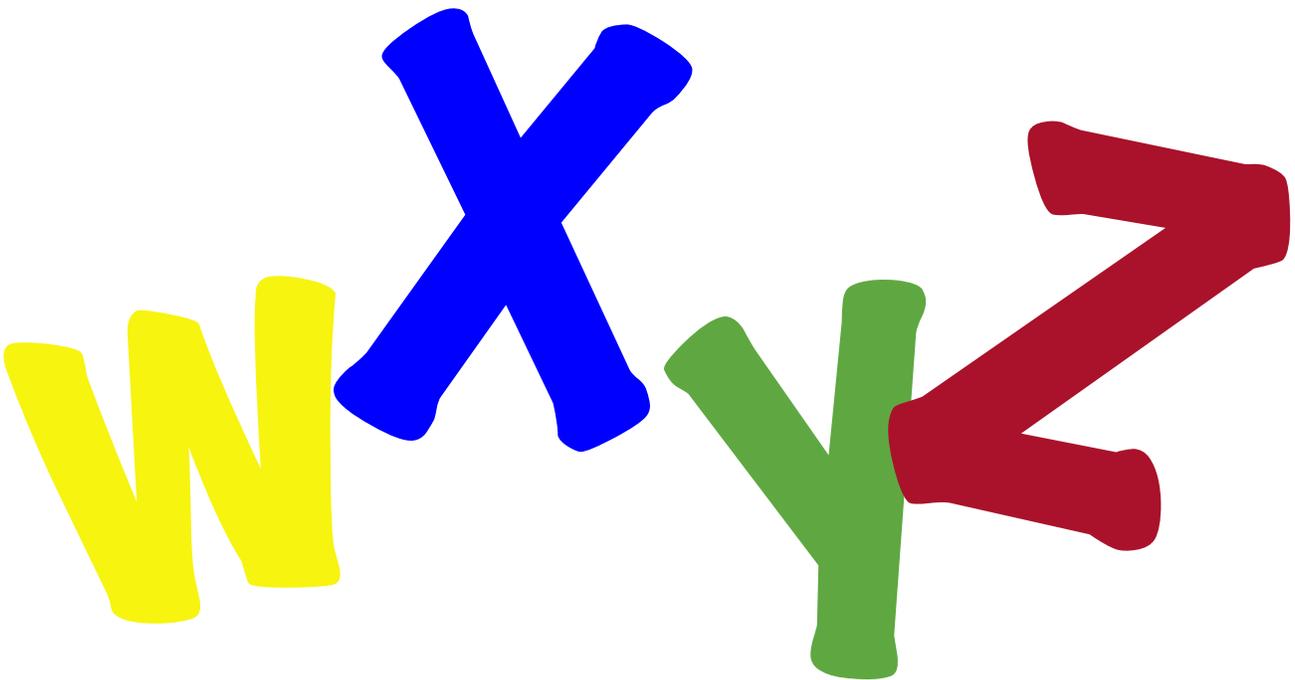
## Attachment 2

### 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.



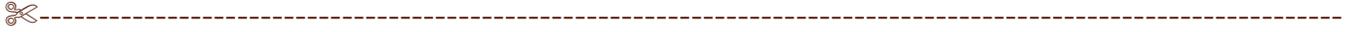


# Attachment 3

## Parent Goal Setting (English Version)



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



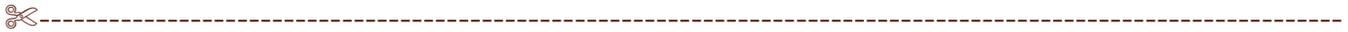
What did you see or hear today that you think your child would like to do at home?



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



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



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



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?



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



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

# 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.

WIC is an equal opportunity provider.  
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.

WIC is an equal opportunity provider.

Adapted from the Pennsylvania WIC Program.





# Feast for Ten

## Lesson Plan

### Goal

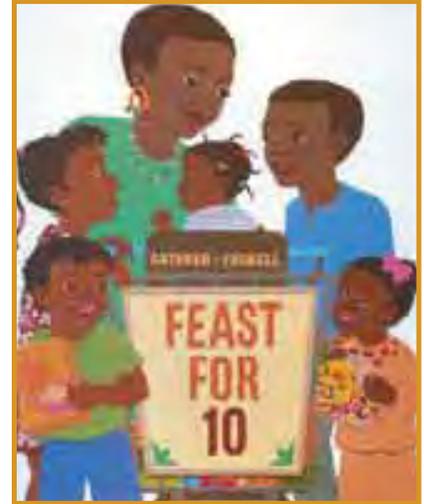
To promote nutrition education, counting, physical activity, and literacy with young children.

### 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 how 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](http://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](http://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](http://www.lakeshorelearning.com)
- **Give Me Five 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)
- Felt Board: ~\$19.95 each for board from Neat Solutions 1.888.577.6328 or [www.neatsolutions.com](http://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](http://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.

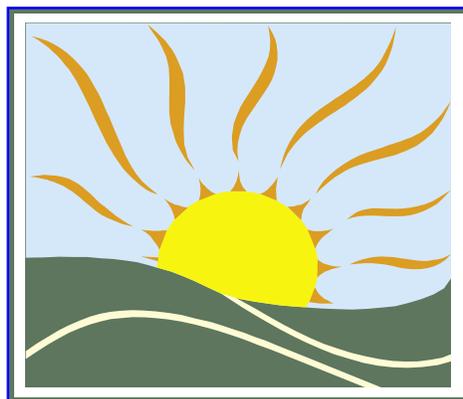
### Standard 2:

- 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.













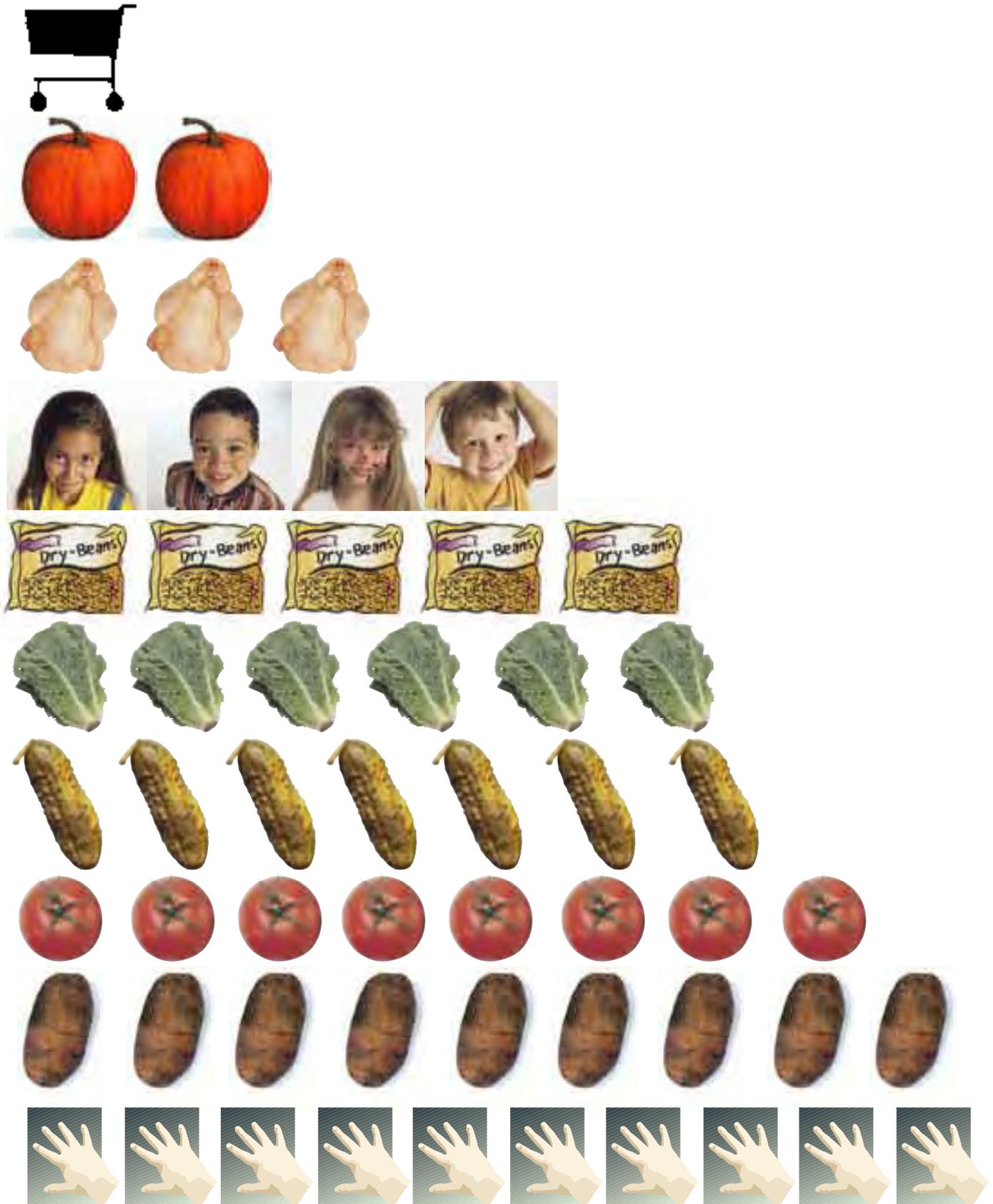






# Attachment 2

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.



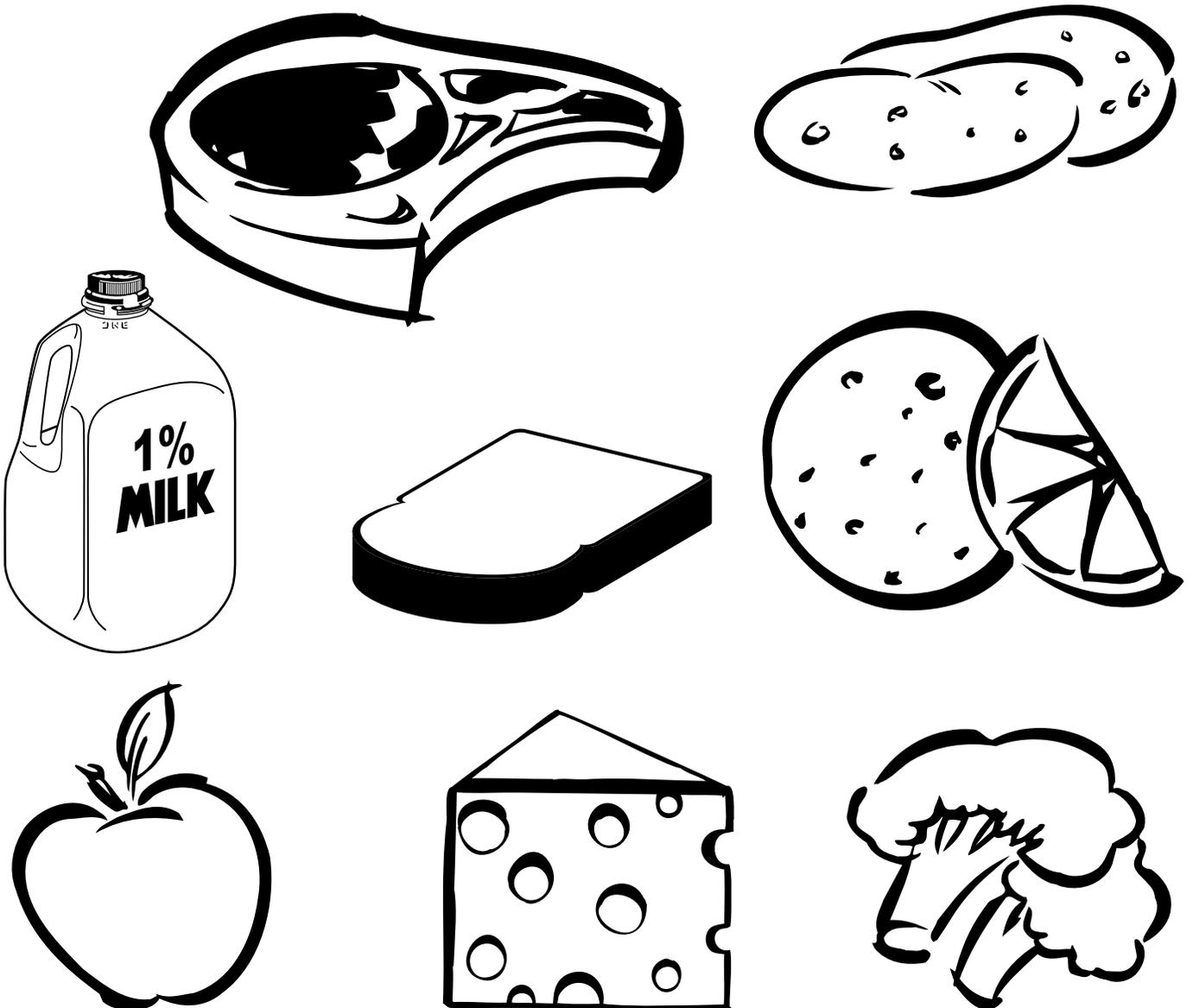
## Attachment 4

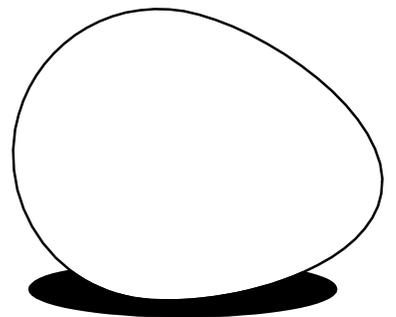
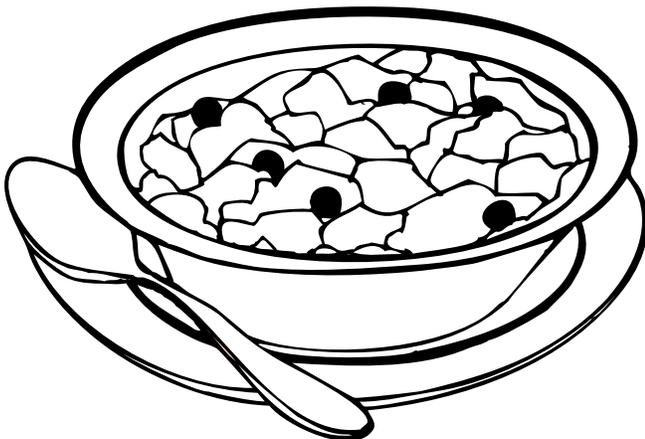
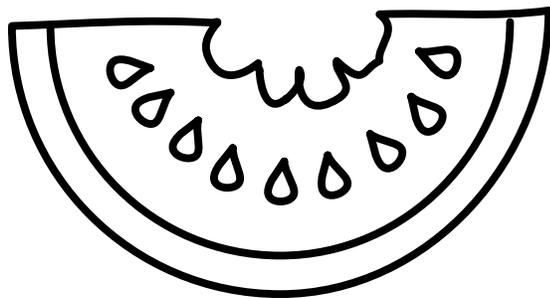
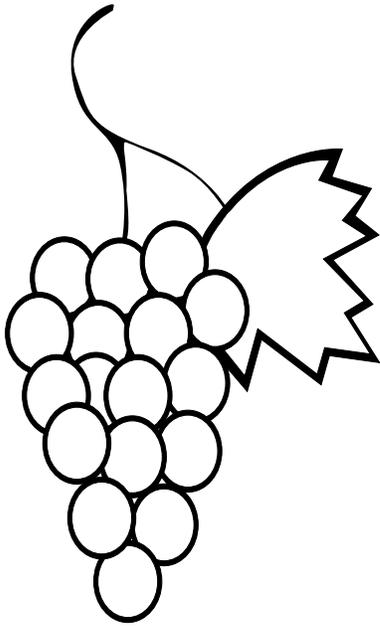
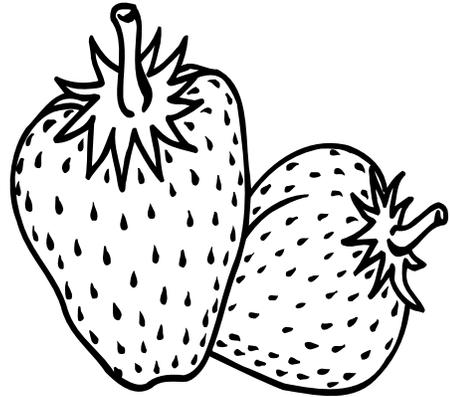
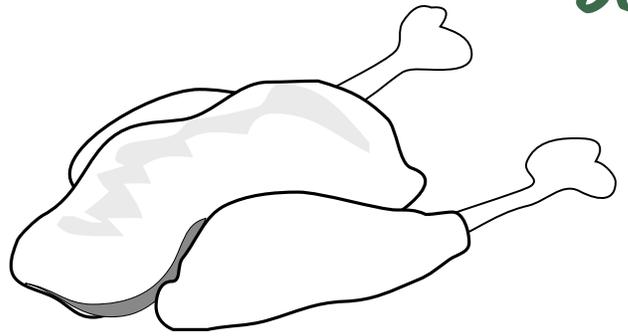
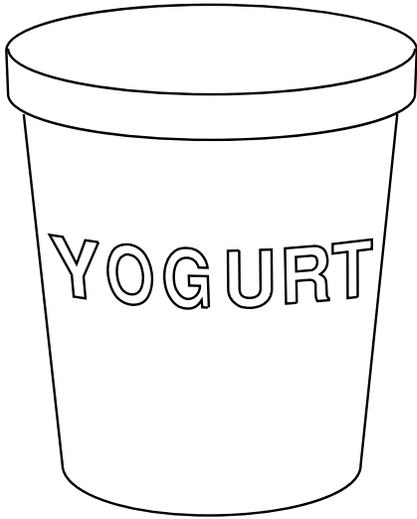
### Placemats

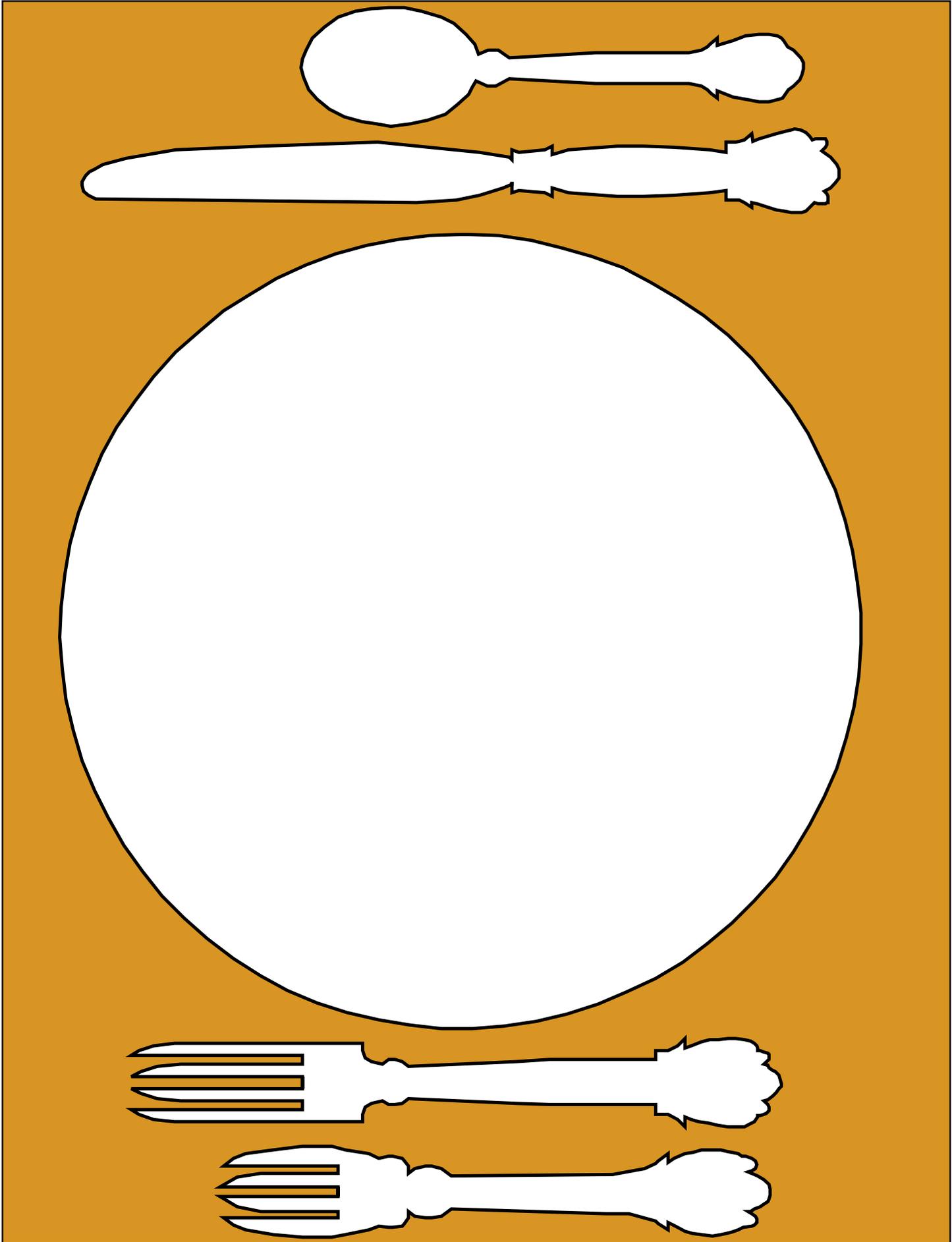
You will need the following:

- 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?



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



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



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



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



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?



¿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?

# 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.

WIC is an equal opportunity provider.



# 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.





# The Very Hungry Caterpillar

## Lesson Plan

### Goal

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

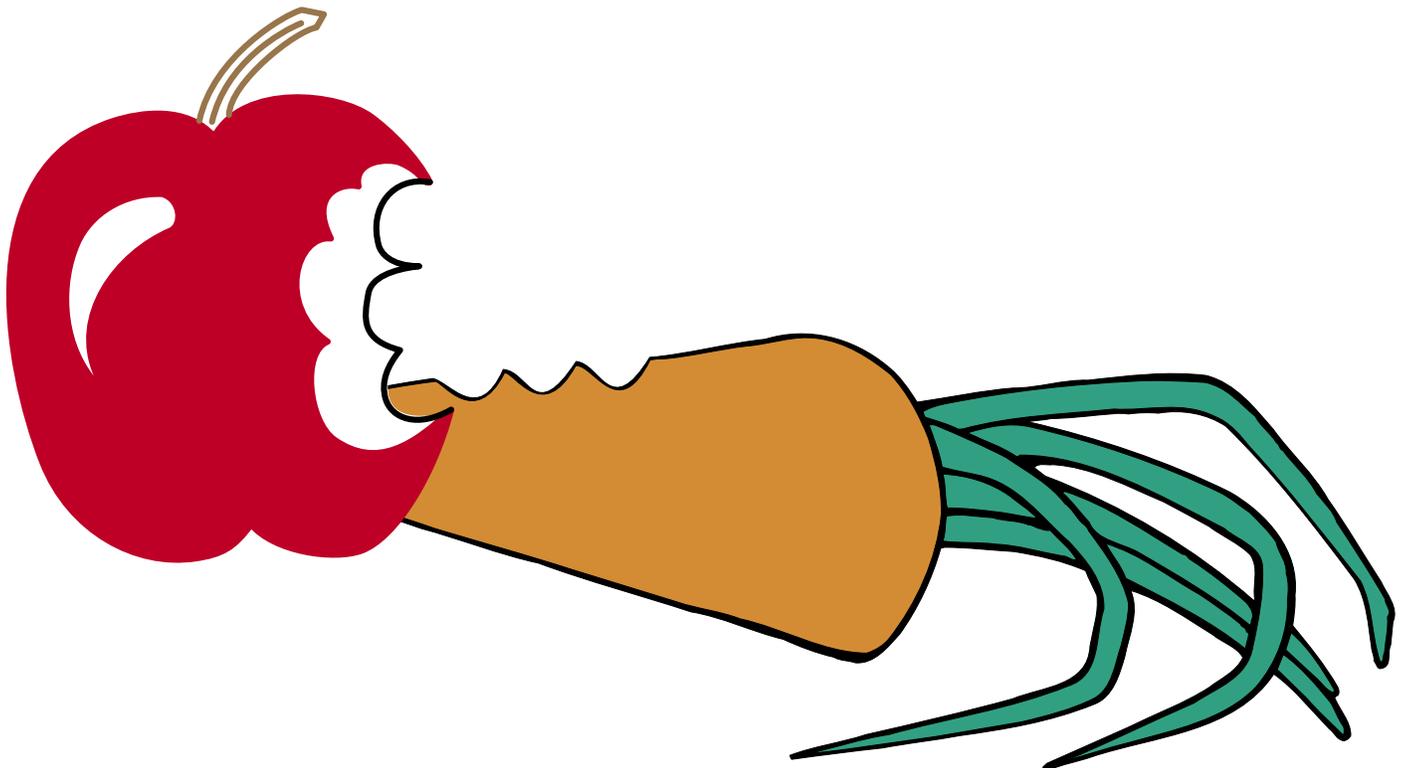
### Objectives for Children

- Children will name two fruits that give them energy.
- Children will name their favorite fruit.
- Children will state how many servings of fruit they need a day.



### Objectives for Parents

- Parents will state how many servings from the Fruit Group a preschool child needs each day.
- Parents will state what one serving of fruit is for a preschool child.
- Parents will read to their children daily.



## Procedure

1. Wear your **Give Me 5 A Day!** apron, if you have one. Invite children into the room by giving them a picture of a plum, pear, apple, orange, or strawberry (on a craft stick - see materials needed for lesson plan).
2. Have the children sit “criss-cross applesauce” (cross legged) in a circle with the teacher. Go around the circle and ask each child to name the fruit he or she is holding.
3. The teacher shows the children the cover of the book and says, “What do you think this book is about? Yes, this book is about a caterpillar and this caterpillar eats fruit.”
4. The teacher says, “Watch while I am reading and see if you see the fruit you are holding. Hold it up if you do.”
5. The teacher then holds up a picture of a plum (on a craft stick) and asks, “What is the name of this fruit?”
6. The teacher holds up a picture of an apple (on a craft stick) and asks, “What is the name of this fruit?”
7. The teacher holds up a picture of a strawberry (on a craft stick) and asks, “What is the name of this fruit?”
8. The teacher holds up a picture of an orange (on a craft stick) and asks, “What is the name of this fruit?”
9. The teacher passes out the fruit pictures so that each child is holding one. If you have a large class, you can also include the pictures of the leaf, moon, sun, caterpillar, and butterfly.
10. The teacher then says, “When you hear me say the name of your fruit picture, hold the picture up for everyone to see.”
11. The teacher reads the title of the book, **The Very Hungry Caterpillar**, and the name of the author, Eric Carle.
12. The teacher then reads the story letting children hold up their fruit pictures as the fruit is discussed.

## Exploring Activity

The teacher asks the children, “Why do you think the caterpillar felt sick when he ate so much food? Why did he feel better when he ate the green leaf?”

The teacher then says, “We don’t eat green leaves, but we eat green vegetables. Can someone tell me the name of a green vegetable?”

The teacher then emphasizes that some foods are healthier choices than others. Note: Do not use the term “good” foods or “bad” foods.

The teacher says, “Fruits and vegetables give us energy and make our skin glow and our eyes sparkle. We need to eat at least 3 servings of vegetables a day and at least 2 servings of fruit a day to stay healthy.”

The teacher then says, “The caterpillar ate a lot of different fruits. Can you tell me the name of your favorite fruit?”

## 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: “Which foods in the Hungry Caterpillar do your children eat? Or, “Which fruits in the Hungry Caterpillar do your children eat?” Some points to add as they come up naturally in the discussion are:

- Ask parents if they know that many Americans eat little or no fruit.
- Share with parents that fruit has many important vitamins and also has fiber. These are essential for good health.
- Share with parents that children need 2 to 4 servings from the Fruit Group each day.
- Show parents what one serving of fruit for a preschooler looks like using food models.
- Ask parents to offer their child a fruit from the story when they go home.
- Hold up a food model of a serving of juice and tell the parents this is enough juice for their child for the day. Share with them that most pediatricians recommend only 6 ounces of juice a day for preschoolers.

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 2).

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

## Extending and Reinforcing Activities (Optional)

### **Fruit Tree Game**

- The teacher places 4 large trees (made out of construction paper) and 1 large bush (made out of construction paper) on the floor.
- The teacher then places large pictures of the fruit from *The Very Hungry Caterpillar* on each tree. An apple on one tree, a pear on another tree, an orange on another, etc.
- The teacher says, “Now we are each going to pretend to be a caterpillar and pretend to eat the same fruits the caterpillar ate in the story.”
- The teacher says, “I am going to give you a picture of one of the fruits and I want you to walk over to the fruit tree that it matches and sit down next to it.”
- The teacher then gives the first child a picture of a pear and asks, “What is the name of this fruit?”
- After the child answers the teacher says, “Very good, now find the pear tree.” Continue with the rest of the children.

### **Butterfly Craft (Attachment 1)**

- Have children make a butterfly. Encourage the children to wear the headband and wings and wave arms like a butterfly. Tell them when they are at home that they can run and flap their arms like a butterfly.

### **Munch Time**

- Bring one or more of the fruits from the story and let the children taste it.

### **Movement Time**

- Play a song from the *Give Me Five A Day!* CD with the children. Have children dance and move to the music.

## Materials Needed for Lesson Plan

- The Very Hungry Caterpillar by Eric Carle [www.amazon.com](http://www.amazon.com)
- Give Me Five A Day! CD [doh.state.fl.us/family/wic/index.html](http://doh.state.fl.us/family/wic/index.html)
- Give Me Five A Day! apron (optional) [deedee@creativepockets.com](mailto:deedee@creativepockets.com)
- Color copies of plum, apple, strawberry, orange (laminated or use contact paper)
- Craft sticks
- The following website has color copies needed for the story and crafts. They are free to print. Scroll down to templates. Print color pictures and laminate them and place on colored craft sticks by either stapling or gluing. Also make additional copies of the fruit and laminate them for the game. [www.dltk-teach.com/books/hungrycaterpillar/felt\\_fun.htm](http://www.dltk-teach.com/books/hungrycaterpillar/felt_fun.htm)
- Juice model [www.enasco.com](http://www.enasco.com) [www.nutritionexplorations.org/catalog/preschool.asp](http://www.nutritionexplorations.org/catalog/preschool.asp)

## Materials Needed for Optional Reinforcing Activities

- **Fruit Tree Game**
  - Large color copies of fruit from the book, laminated so they will last longer. Go to the following website for free color copies. [edtech.kennesaw.edu/traci/insects/food.htm](http://edtech.kennesaw.edu/traci/insects/food.htm)
  - Brown construction paper for tree trunk.
  - Green construction paper for treetop.
- **Butterfly Craft (Attachment 1)**
  - See Attachment 1 for butterfly craft for list of materials.
- **Munch Time**
  - 2 fruits for tasting
  - 3 vegetables for tasting
  - Hand wipes
  - Small plates
- **Movement Time**
  - Give Me 5 A Day! CD or other fun music
  - CD player



# Sunshine Standards

## Health Literacy

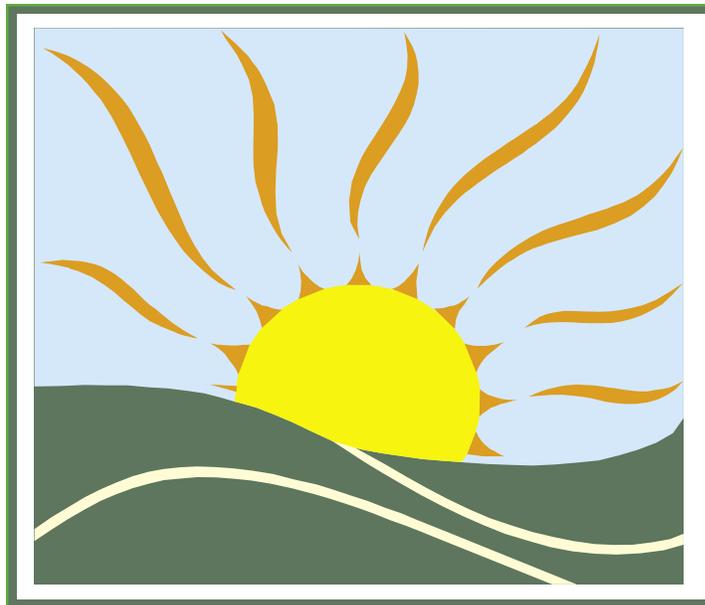
### Standard 1:

- 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.
  - Classifies food and food combinations according to My Pyramid.

## 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

## Butterfly Craft

### Butterfly Head Band

#### Materials

- Purple construction paper, cut 18" long and 4" wide
- Pictures of pear, plum, and orange (black and white)
- Black pipe cleaners, cut in half
- Tape or stapler

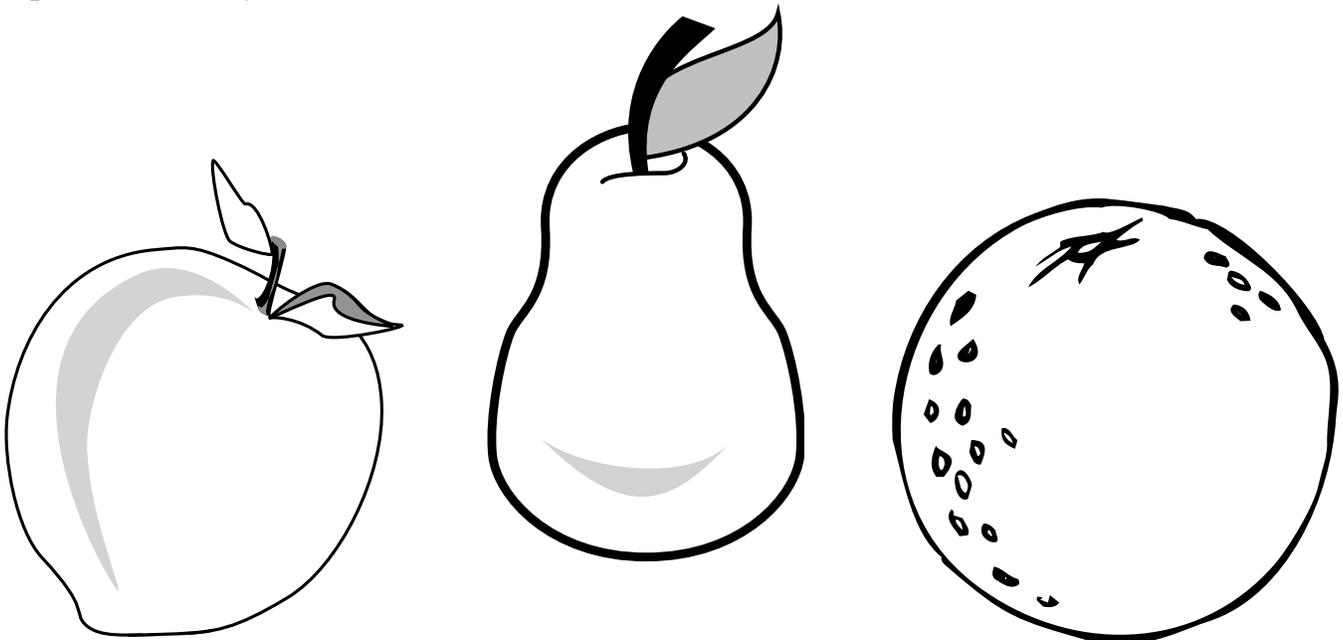
Have children color pear, plum, and orange. Glue them to center of purple paper. Poke two small holes into the top of paper on each side of the fruit. Put the pipe cleaner through and shape the pipe cleaner to look like antennae. Place head band around child's head to size it. Staple or tape headband together.

### Butterfly Wings

#### Materials

- Orange construction paper
- Red, yellow, purple, green and orange crepe paper
- Stapler

Cut crepe paper into 12 18" strips. Staple 6 strips of crepe paper onto ONE side (longest side) of each piece of the construction paper. Roll paper into a tube (rolling small end to small end) and staple together. Let crepe paper strips stream down. Children can wear these on their arms and flap like a butterfly.



## Attachment 2

### Parent Goal Setting (English Version)



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



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



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



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



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



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

## Attachment 2

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

# Nutrition Tips for Parents

## Fruit Juice

You probably already know that you should try to keep your child from drinking too many sweet drinks (such as soda, tea, fruit drinks, and sports drinks), but what about 100% fruit juice? While 100% fruit juice has vitamins and minerals, too much of a good thing is not good for your child! Both juice and sweet drinks can spoil your child's appetite for other foods needed for proper growth. They can also cause diarrhea or add calories that can lead to your child becoming overweight.

### How much juice should my child drink?

- Limit 100% fruit juice to 2 to 4 ounces per day for infants and 4 to 6 ounces per day for toddlers and preschoolers. Limit other sweet drinks to occasional treats.

### What can I give my child instead?

- Give your child about four servings of milk daily. A serving size is 1/2 to 3/4 cup.
- Children are more likely to drink milk with meals.
- Offer water instead of juice or other sweet drinks between meals.

### What if my child keeps asking for more juice?

- Offer a choice of milk or water instead. If both are refused, firmly tell your child that these are the choices. You control what your child is offered. Children will drink water if they are thirsty.

### How can I get my child to drink water?

- Serve water in a sports bottle or in your child's favorite cup with a straw. Keep a colorful container of water in the refrigerator. Offer water flavored with a bit of fresh lemon or lime. Dilute juice with water. Mix juice with unsweetened seltzer water in place of soda. Set an example. Drink water with your child.

**Dental Health Tip:** Frequently drinking juice, milk, or other sweet drinks from a baby bottle or sippy cup can cause your child's teeth to get tooth decay. Children should stop using a bottle by age 12 to 14 months. Do not let your child go to sleep with a bottle that is filled with juice, milk, or a sweet drink. Sippy cups may be used at mealtime to help prevent spills. Between meals only give water in the sippy cup. Gradually give your child a cup without a lid, so he/she can get used to using a regular cup.

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# Ideas de Nutrición para Padres

## Jugo de Fruta

Usted probablemente sabe que debe tratar de evitar que su niño tome demasiadas bebidas dulces (tales como soda, té, bebidas de fruta y bebidas deportivas), pero ¿qué se sabe acerca del jugo de fruta al 100%? A pesar de que el jugo de fruta al 100% tiene vitaminas y minerales, ¡demasiado jugo no es bueno para su niño! Tanto el jugo como las bebidas dulces pueden disminuir el apetito de su niño y privarlo de otros alimentos que son necesarios para el crecimiento adecuado. Estos también pueden causar diarrea y añadir calorías que pueden causar el sobrepeso en su niño.

### ¿Cuánto jugo debe tomar mi niño?

- Limite la cantidad de jugo a 2-4 onzas por día para infantes y de 4-6 onzas por día para los niños mayores de un año y de edad preescolar. Limite las bebidas dulces para ocasiones especiales.

### ¿Qué le puedo dar a mi niño en su lugar?

- Ofrézcale a su niño aproximadamente 4 porciones de leche al día. Una porción es de 1/2 a 3/4 de taza.
- Es más probable que su niño tome leche con las comidas.
- Ofrezca agua en lugar de jugo u otras bebidas dulces entre comidas.

### ¿Y si mi niño continua pidiendo más jugo?

- Ofrézcale la alternativa de leche o agua. Si rehusa estos dos, dígame firmemente que esa es la única alternativa. Usted controla lo que se le ofrece a su niño. Los niños tomarán agua si tienen sed.

### ¿Cómo puedo hacer que mi niño tome agua?

- Sirva agua en una botella deportiva o en la taza favorita de su niño con un sorbeto (paja). Mantenga una botella de agua de color atractivo en la nevera. Ofrezca agua con un poco de limón o lima. Diluya el jugo con agua. Mezcle jugo con agua carbonatada sin azúcar en lugar de soda. Sea un buen ejemplo. Beba agua con su niño.

**Idea para la Salud Dental:** Si su niño toma jugo, leche o bebidas dulces de la botella o de la taza de bebé puede que tenga problema con las caries dentales. Los niños deben dejar la botella de 12 a 14 meses de edad. No permita que su niño se duerma con una botella que está llena de jugo, leche o una bebida dulce. Las tazas de bebé pueden ser usadas durante las comidas para evitar el derrame. Entre comidas solamente ofrezca agua en la taza. Gradualmente dele a su niño una taza sin la tapa para que se acostumbre a tomar en una taza regular.

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# I Will Never Not Ever Eat A Tomato

## Lesson Plan

### Goal

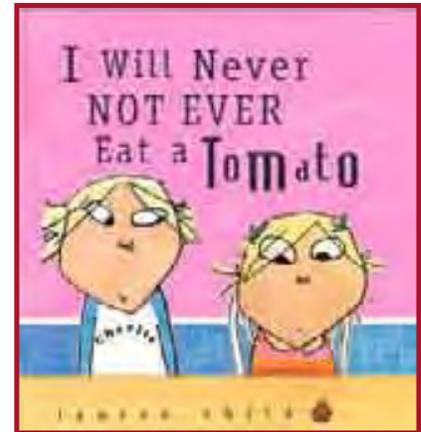
To promote nutrition education, physical activity, and literacy with young children.

### Objectives for Children

- The children will name one fruit or one vegetable.
- The children will name one new food that they will taste.

### Objectives for Parents

- The parents will try one new tip that they learned in class to encourage their children to try a new food.
- Parents will read to their children daily.



## **Procedure**

1. Wear your **Give Me 5 A Day!** apron, if you have one. Place felt food in your pockets. Invite children into circle and have children sit “criss-cross” applesauce (crossed legged) in a circle with the teacher.
2. The teacher shows the children the cover of the book and says, “What do you think this book is about?”
3. The teacher says, “There is a tomato here,” and points to it on the cover. “Maybe the book is about children and food. Maybe the book is about children eating foods like tomatoes. Let’s read and see.”
4. The teacher says, “Today we are going to talk about tasting different foods. You can’t always tell what something will taste like by looking at it. You won’t know if you like a food until you try it. Can anyone tell me the name of a food they thought they wouldn’t like when they looked at it but liked it when they tasted it?”
5. Read the title of the book, **I Will Never Not Ever Eat A Tomato**, and the author, Lauren Child.
6. Begin reading the book. Be sure to use lots of expression while reading. Beginning with the page that says “I don’t ever eat carrots,” place the felt carrot on the story board (optional). Continue reading and placing felt food on the board. When finished reading, place felt food back into your apron pocket.



## **Exploring Activity**

The teacher then says, “What are the names of some of the foods that Lola at first did not want to taste? Did she like them after she tasted them? What did Lola name the tomato at the end of the story?”

## **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: “How do you feel when your children won’t try a new food? Or, “What do you do to help your child try a new food?” Some points to add as they come up naturally in the discussion are:

Remind parents to:

1. Serve a small portion and offer one new food at a time.
2. Allow children to have the same freedom of choice that others have at meals.
3. Encourage children to help with food preparation.
4. Not to force children to eat.
5. Try preparing food in different ways.
6. That children are entitled to a few dislikes.

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 1).

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)

### **Name the Food Game**

- Place felt food pictures into your apron pocket. Let the children take turns pulling out a felt food picture from your pocket. Have each child say the name of the food and place it on the felt board. Ask each child if they have ever tasted that food before.

### **Tomato Holder**

- Pass out one and a half paper plates and have children color them red. Pass out a picture of a tomato stem and have the children color it green. Ask parents to cut the stem for their children while the children are coloring. Staple the paper plate half to the whole plate (staple around the rim only) to create a pocket. Staple the stem to the back of the whole plate. Write the letter “T” on the tomato and tell each child individually the letter sound for “T” and that the word tomato begins with a “T.”
- Tell children they can draw a picture of a new food that they taste at home and put it in their tomato pocket. Or they can look through old magazines at home and put pictures of the new food they have tasted into the pocket. (Be sure the children are instructed that they must ask their parents if they can cut pictures from the magazine.)

### **Munch Time**

- Bring a few foods that were in the book and let the children taste them. Have the children draw the favorite food that they tasted and place it in their tomato holder. Be sure to give children a hand wipe before they eat.

### **Movement Time**

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



## Materials Needed for Lesson Plan

- Apron [Give Me Five A Day!](#) apron (optional) [deedee@creativepockets.com](mailto:deedee@creativepockets.com)
- [I Will Never Not Ever Eat A Tomato](#) book by Lauren Child [www.amazon.com](http://www.amazon.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)
- Felt Board and felt fruits and vegetables: ~\$19.95 each for board and ~\$7.95 for each fruit and vegetable set from Neat Solutions 1.888.577.6328 or [www.neatsolutions.com](http://www.neatsolutions.com) OR fruit and vegetable felt pieces from Food Groupie, Inc. 1.800.476.8743

## Materials Needed for Optional Reinforcing Activities

- **Name the Food Game**
  - Felt Board and felt fruits and vegetables: ~\$19.95 each for board and ~\$7.95 for each fruit and vegetable set from Neat Solutions 1.888.577.6328 or [www.neatsolutions.com](http://www.neatsolutions.com)
- **Tomato Holder**
  - Paper plates (1 1/2 per child)
  - Scissors
  - Red and Green crayons or markers
  - Staples
  - Attachment 2
- **Munch Time**
  - Foods to sample
  - Hand wipes
  - Small plates
- **Movement Time**
  - [Give Me 5 A Day!](#) CD
  - CD player

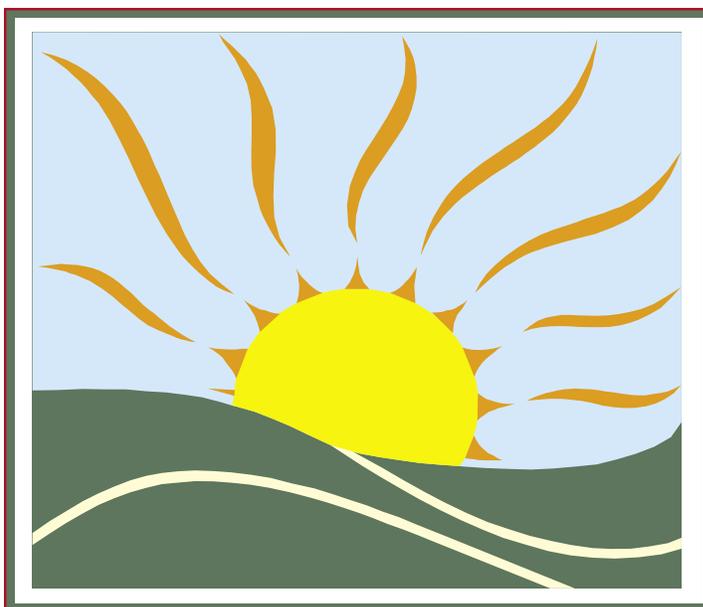


# Sunshine Standards

## 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.



# Attachment 1

## Parent Goal Setting (English Version)



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



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



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



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



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



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

# Attachment 1

## 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?



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



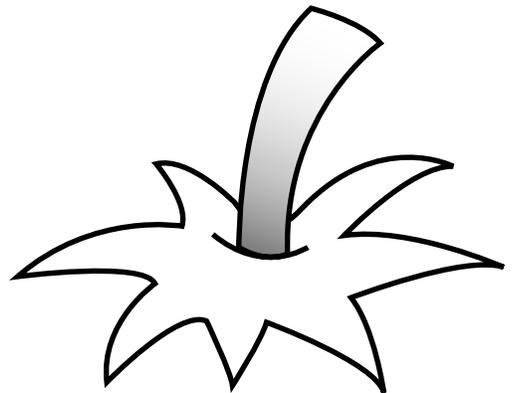
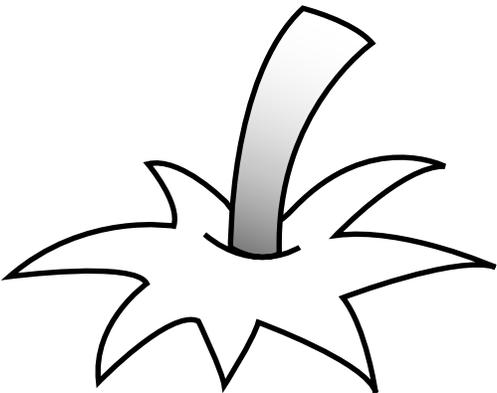
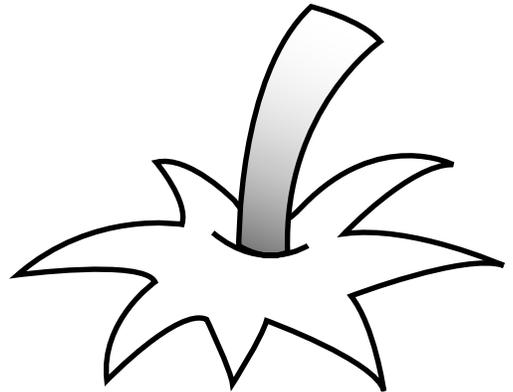
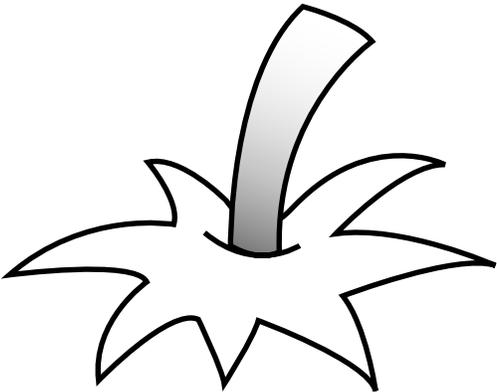
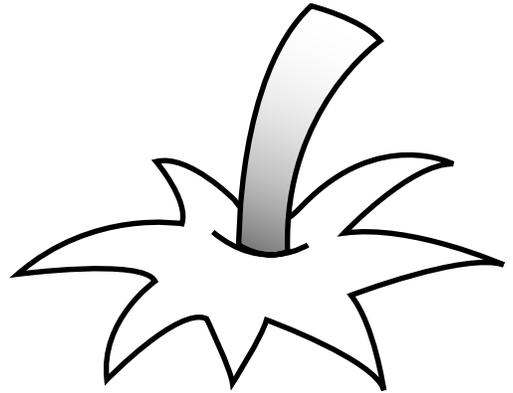
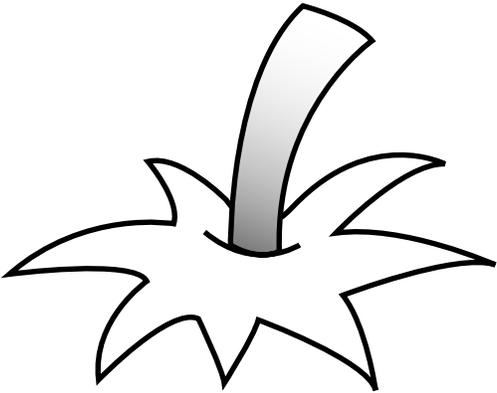
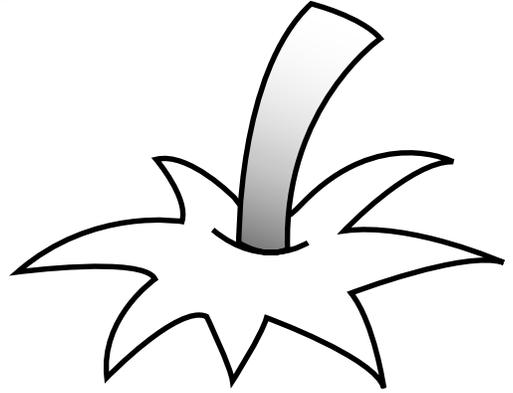
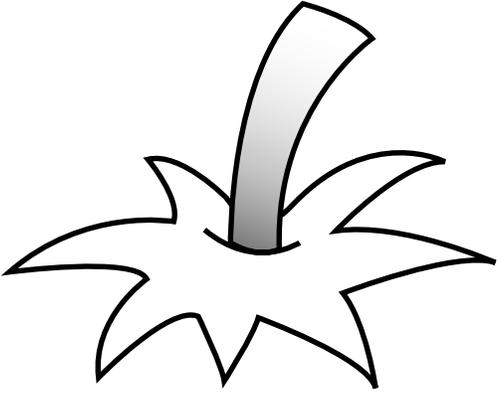
¿Qué vió o escuchó usted hoy que usted cree que su niño puede hacer en la casa?



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

**Attachment 2**

Tomato Stems



# Nutrition Tips for Parents

## The Picky Eater

It is normal for a child's appetite to vary from day to day. It's okay if your child does not like every food offered. Keep offering a variety of foods but do not force your child to eat everything offered.

- Be a role model. Eat a variety of foods yourself.
- Serve a new food with foods that your child loves. Don't give too many new foods at one time.
- Serve foods that appeal to kids. Include a variety of colors, textures and forms.
- Offer plain, unmixed foods. Some children prefer to eat foods separately instead of all together in a dish.
- Encourage children to practice serving themselves. They can try pouring water or milk into a cup or spooning food from a serving bowl to their plate.
- Give your child enough time to eat. Young children may need more time to eat because they are learning how to feed themselves.
- Involve your child in food shopping and preparation. Children are more willing to try foods they help to prepare.
- Make eating and family time the focus of mealtime. Make mealtime pleasant.
- Be a role model and eat fruits and vegetables yourself.

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# Ideas de Nutrición para Padres

Es normal que el apetito del niño varíe de día a día. No se preocupe demasiado si a su niño no le gusta la comida que usted le ofrece. Continúe ofreciéndole una variedad de alimentos pero no lo obligue a comer todo lo que le ofrece.

- Sea un buen ejemplo. Coma usted también una variedad de alimentos.
- No agobie a su niño con demasiados alimentos nuevos de una vez. Sirva un vegetal que no es familiar con alimentos que le encantan a su niño.
- Sirva alimentos que son atractivos a los niños. Incluya una variedad de colores, texturas y formas.
- Ofrezca alimentos simples, no mezclados. Algunos niños prefieren comer alimentos separados en lugar de combinados en un plato.
- Dele oportunidad a sus niños para servirse a sí mismos. Ellos pueden tratar de servir agua o leche en una taza o servir comida de un platón de servir a su plato con una cuchara.
- Dele a su niño tiempo suficiente para comer. Los niños pequeños necesitan más tiempo para comer pues están aprendiendo a alimentarse por sí mismos.
- Envuelva a su niño en la compra y preparación de comestibles. Los niños estarán más dispuestos a tratar nuevos alimentos si participan en su preparación.
- Haga que el comer y la interacción familiar sean el foco de sus comidas. Haga que la hora de la comida sea agradable.
- Sea un modelo para sus niños comiendo frutas y vegetales.

WIC provee oportunidades iguales a todos.





# Carlos and Clarice

## Mooove to Lowfat Milk!

### Lesson Plan

#### Goal

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

#### Objectives for Children

- The children will visually determine the difference between whole milk jugs and 1% milk jugs.
- The children will find hidden 1% milk jugs.
- The children will help shake a fruit milkshake and taste it.

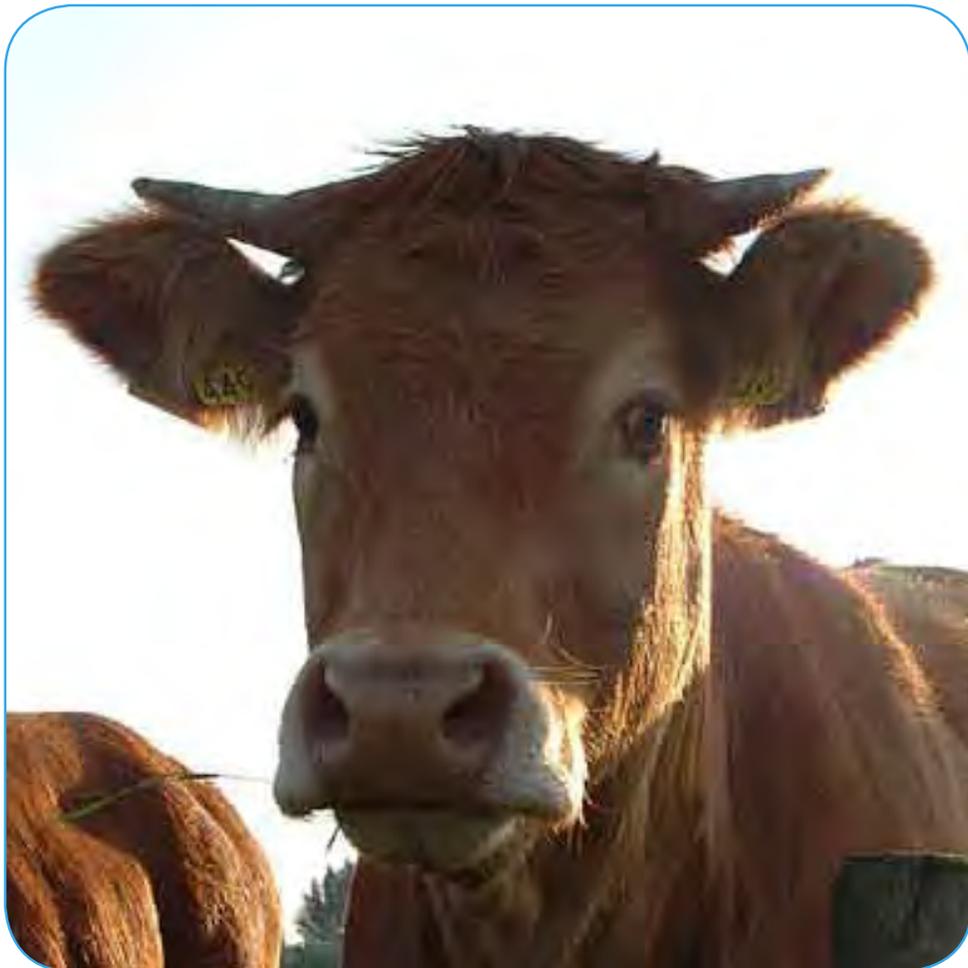
#### Objectives for Parents

- The parents will state that 1% milk is recommended for children over age 2.
- The parents will state the serving size of milk for a preschooler.
- The parents will state that they plan on purchasing 1% milk for their children.



## Procedure

1. Wear your **Give Me 5 A Day!** apron, if you have one.
2. Have children sit “criss-cross applesauce” (crossed legged) in a circle with the teacher.
3. The teacher shows the children the cover of the book and says “What do you think this book is about?”
4. The teacher says, “This is a story about milk. Who knows where milk comes from? Yes, a cow. Today we are going to read a story about milk and which type of milk to buy at the store.”
5. The teacher reads the title of the book, “**Carlos and Clarice Mooove to Lowfat Milk**”. As the teacher is reading she encourages the children to participate in the activities in the book.
6. The teacher finishes the story and goes back to the first page and encourages the children to find the hidden milk jugs.



## Exploring Activity

The teacher then says: “What type of milk did Carlos say to drink? That’s right, 1% milk. 1% milk keeps our heart healthy and is good for our bones and teeth.” The teacher then shows the children a 1% milk jug and a whole milk jug. The teacher then asks the children:

“Which jug is the 1% milk?”

“Which jug is the whole milk?”

“Which milk is the best for preschool children to drink?”

### Hide the 1% Milk Jug Game

The teacher says, “We are going to play a game called Hide the 1% Milk Jug. Show the children the pictures of the 1% lowfat milk jug and the whole milk jug. Ask the children which picture has the “1” on it. Ask them which milk their mom’s should buy at the store. Then tell the children that you are going to hide the milk cartons under the pictures of Carlos. Ask them to shut their eyes (they will probably peek). Let the children take turns lifting up Carlos and looking for the milk with the “1” on it. Reinforce to them that they want to buy the milk with a “1” on it at the store. Note: do not use the word percent (%) as this may confuse the children. The teacher asks all the children to say “**Moovve to Lowfat Milk**” at the end of the game.

## 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)

Lead out with a question such as “How do you feel about giving your children 1% milk?” During the discussion try to include the following points:

- Show parents the milk board with test tubes. Show them how much fat is in the test tube for whole milk and 2% (reduced fat) milk. Stress that there isn’t much difference between these two but look at the difference between the whole milk and 1% lowfat milk. And then compare whole milk to fat free milk.
- Share with parents that most pediatricians recommend children switch to 1% milk at age two.
- Share with parents that children’s taste preferences are developing now. Start your child out on 1% milk now and it will be a lot easier than trying to switch from whole milk to 1% when your child is older.
- Show the parents a serving size of milk for a preschool child.
- 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 4).
- Give each parent a copy of the Carlos and Clarice book and or handout (see attachment 5).

## Extending and Reinforcing Activities (Optional)

### 🐮 Cow Puppet (see attachment 2)

- Encourage children to play with the puppet after it is made and say, “Mooove to Lowfat Milk”.

### 🍌 Fruit Milkshake (see attachment 3)/Movement Time

- The teacher then says, “We are going to make our own fruit milkshake with 1% milk and orange juice. You can help me shake it up. Pour milk and orange juice into large container with ice and then put the lid on tight.”
- The teacher says, “First I want to teach you a song.”
- Sing the following song to the tune of Raffi’s “Shake, Shake, Shake Your Sillies Out.”  
“Shake, shake, shake your milkshake up,”  
“Shake, shake, shake your milkshake up,”  
“Shake, shake, shake your milkshake up,”  
“And drink it all down today!”
- The teacher then shows the children how to shake the milkshake and pass it around so each child has a turn.
- The teacher then says, “Let’s sing the song while we shake up the milkshake.”
- The teacher pours a small amount of the milkshake for each child (and parent).

## Materials Needed for Lesson Plan

- **Carlos and Clarice Mooove to Lowfat Milk** book by Kathy Reeves, Mary Stickney and Diane Bowden (may be printed out from the following website: [www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html))
- 3 laminated pictures of Carlos, 1 laminated picture of whole milk, 2 laminated pictures of 1% lowfat milk (see attachment 1)
- Milk board with test tubes [www.doh.state.fl.us/family/wic/index.html](http://www.doh.state.fl.us/family/wic/index.html)
- Parent Handouts
  - Mooove to Lowfat or Fat Free Milk flyer [www.doh.state.fl.us/family/mooove/milk.html](http://www.doh.state.fl.us/family/mooove/milk.html)
  - Developmental Milestones of Early Literacy [www.reachoutandread.org/resource\\_develop.html](http://www.reachoutandread.org/resource_develop.html)
  - Recipe (see attachment 3)
  - Goal setting (see attachment 4)

## Materials Needed for Optional Reinforcing Activities

- **Cow Puppets (see attachment 2)**
  - White paper bags
  - Picture of cow face and cow hands and legs and tongue
  - Mooove to lowfat milk label
  - Black crayon
  - Red crayon
  - Glue stick
- **Fruit Milkshake (see attachment 3)**
  - 1% milk - 2 cups
  - Orange juice - 2 cups
  - Large plastic container with lid
  - Ice
  - Very small paper cups
- **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.

# 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.
- The student classifies food and food combinations according to the My Pyramid.

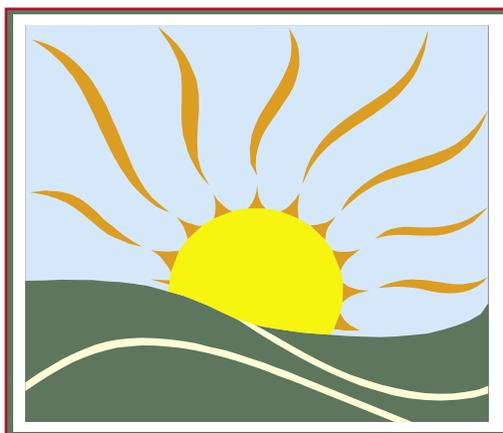
### Standard 2:

- 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

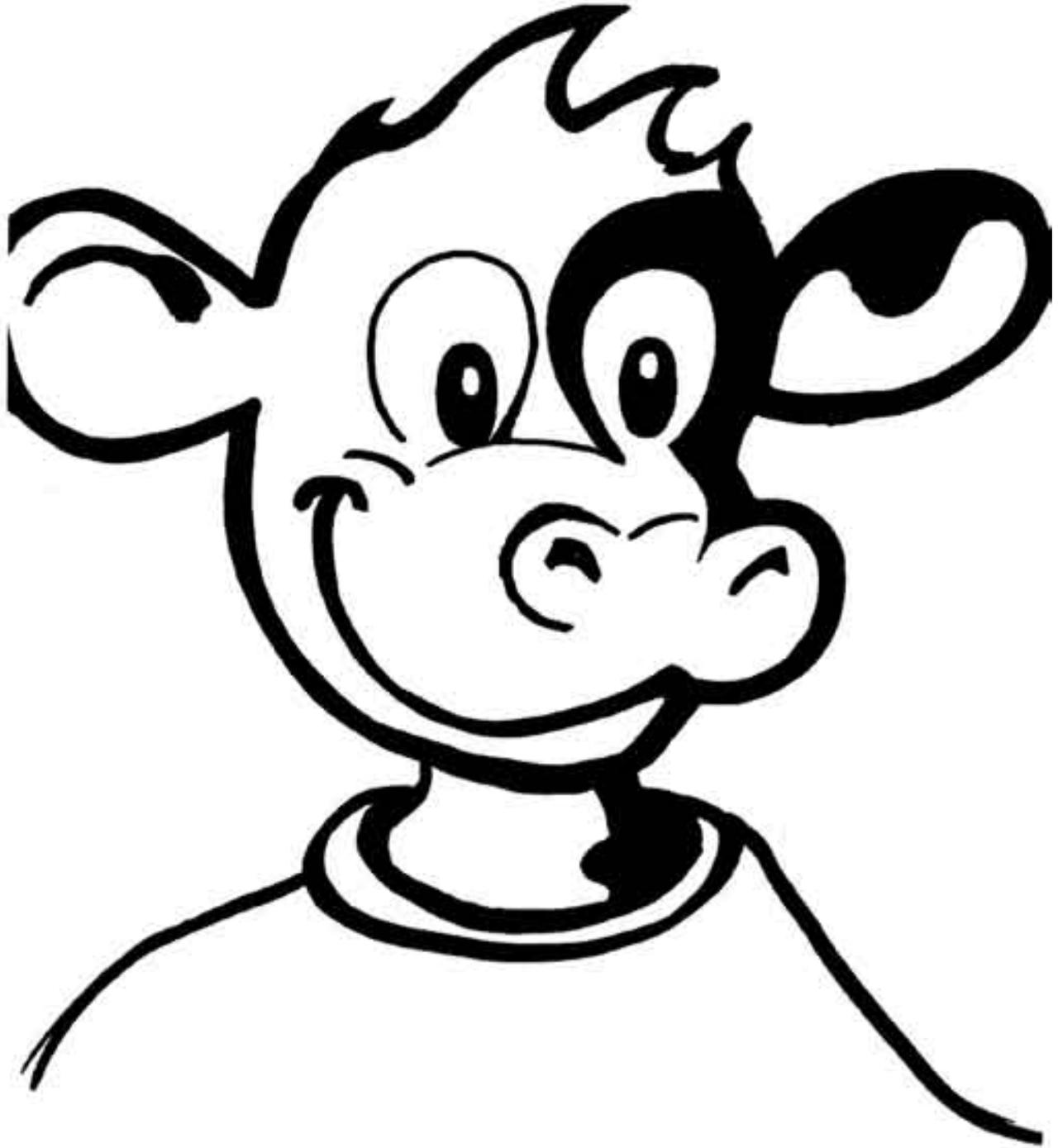
### Standard 1:

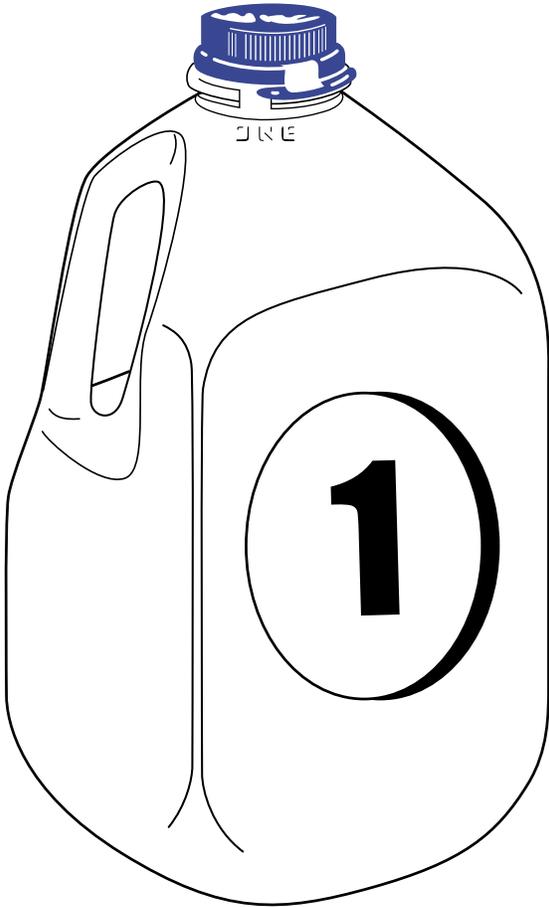
- The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1)
- The student knows and practices good personal health habits.



# Attachment 1

Pictures of Carlos, 1% lowfat milk, and whole milk





## Attachment 2

### Cow Puppet

#### You will need the following:

- White paper bag
- Cow head
- Cow legs and arms
- Tongue
- “MOOOOVE to Lowfat Milk” label
- Black crayon
- Red crayon
- Glue stick

1. Have the child color the legs and arms with black crayon. Ask the parent to cut out the legs and arms.
2. Ask the parent to cut out the cow face.
3. Have the child color tongue red and ask the parent to cut this out.
4. Have child color black spots on the white bag.
5. Have parent help child glue face, tongue, arms, and legs in place.
6. Have parent help child glue “**MOOOOVE to Lowfat Milk**” label on back of cow and have them read it to their child.



**Mooove to Lowfat Milk Labels**

**Mooove to Lowfat Milk!**

**Attachment 3**  
**Fruit Milkshake Recipe**



**Recipe for Fruit Milkshake**

2 cups 1% lowfat milk  
6 ounces of orange juice concentrate  
Ice cubes

Place milk, orange juice concentrate, and ice cubes in container and shake. Or place ingredients in blender and blend until smooth.



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# Attachment 4

## Parent Goal Setting (English Version)



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



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



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



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



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



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

## Attachment 4

### 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?



¿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?

# mooove to lowfat or fat free milk!

Milk is a **good source** of protein, calcium, and vitamins.

Milk is **important** for adults, teenagers and children.

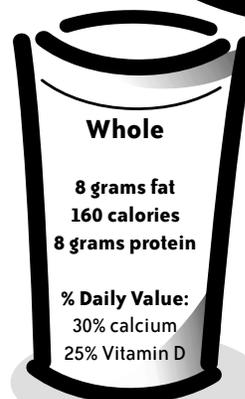
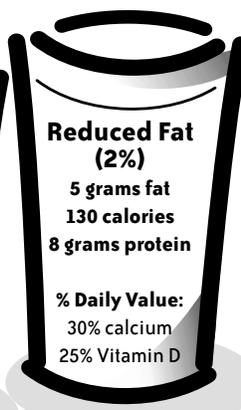
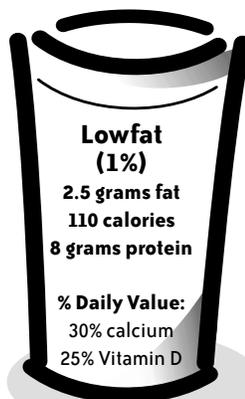
**Choosing the right type of milk is important for you and your family:**

- Breastfeeding is best for baby's first year or longer.
- For babies who are not breastfed, use iron fortified infant formula until 12 months of age.
- Use whole milk for children under the age of two.
- For adults and children two years and older, lowfat (also called 1%) and fat free milk (also called skim) are best!!

*Lowfat and fat free milk have the same great nutrition as reduced fat and whole milk, just less fat and fewer calories.*



## Nutrition facts for 1 cup of milk:



# muuuévete hacia la leche baja en grasa o sin grasa!

La leche es una buena fuente de proteína, calcio y vitaminas.

La leche es importante para adultos, adolescentes y niños.

Es importante seleccionar el tipo de leche correcta para usted y su familia:

- La leche de pecho es la mejor para el bebé por lo menos durante el primer año de vida.
- Para bebés que no son alimentados con el pecho materno, debe usarse fórmula fortificada con hierro hasta que tengan 12 meses de edad.
- Use solamente leche entera para los niños menores de dos años.
- ¡Para adultos y niños de dos años y mayores, la leche baja en grasa (también conocida como 1%) y la leche sin grasa (también conocida como descremada) son las mejores!

Información nutritiva para 1 taza de leche:



La leche baja en grasa y la leche sin grasa tienen la misma nutrición que la leche entera y la leche de grasa reducida, pero tienen menos calorías.





**Story Time is dedicated to  
all the wonderful children  
of Florida.**

