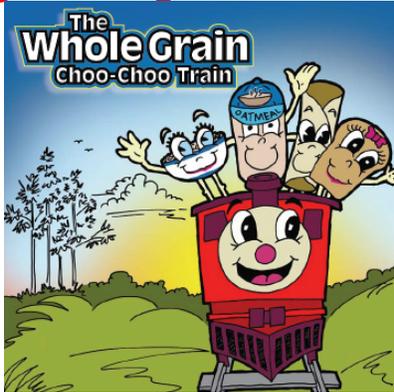


# ***The Whole Grain Choo-Choo Train***

## **Lesson Plan**

### **By Mary Stickney**



#### **Goal**

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

#### **Objectives for Children**

The children will color a whole grain they would like to taste.

The children will taste one whole grain.

The children will jump up and down, skip, hop and run in place.

#### **Objectives for Parents**

The parents will state two reasons to eat whole grains.

The parents will identify a whole grain food by reading a food label.

The parents will name a new whole grain they plan on purchasing at the store.



#### **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 story is about?*" "*Yes, it is about a train, whole wheat bread,*

- etc...*” The teacher then asks the children to share which of the whole grains they eat.
4. The teacher then reads the title of the book “The Whole Grain Choo-Choo Train.” When the teacher comes to the part that says “Choo-Choo Whole Grains” she makes an up and down motion with her hand like she is pulling the whistle on a train. She asks the children to say “Choo-Choo Whole Grains” with her and move their hands up and down.
  5. At the end of the story the teacher jumps up and down with children; turn around etc... like the whole grains in the book.

## **Exploring Activity**

The teacher says; “Can you draw your favorite whole grain on this page?”

### **Craft**

Pass out one of the following black and white pictures to each child: Haley Whole Wheat Bread, Tito Soft Corn Tortilla, Bonita Brown Rice, and Ollie Oatmeal. Have children color their picture and glue it to construction paper to make a hat.

## **Whole Grain Choo-Choo Train Game and Movement Time**

The teacher says “We are going to play the Whole Grain Choo-Choo Train game.” “I am the head of the train and I am going to come around and ask you to get on board.” The teacher then goes around to each child and says “Come on board Ollie Oatmeal (or whichever grain they are wearing on their hat).” Then each child stands behind the teacher and holds onto the waist of the child in front to them to make a train. The teacher can ask the children to say “Choo-Choo Whole Grains” as they go around picking up “whole grains”.

The teacher can put on music such as the “Purple Train” to have playing in the background while playing the Whole Grain Choo-Choo Train 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 talking more. 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).

### **Attention Grabber:**

**“What is your child’s favorite whole grain?”**

**“What is a whole grain?”**

- Whole grains contain the entire grain kernel
- For example white bread has had the outer coat of the grain kernel removed.
- The outer coat contains the bran where fiber is and the germ where a lot of the B vitamins are found.

**Why whole grains?**

- B Vitamins
- Iron
- Fiber, helps prevent constipation
- Phytochemicals



**How do you know if a food is a whole grain?**

- Look for the word “whole”.
- When looking at the ingredients on a label the words “whole” or “whole grain” will appear before the grain’s name. For example: Whole wheat bread or whole oats.
- Pass around actual whole grains: brown rice, barley, whole oats, bulgur, and whole wheat cous cous. Make sure to include the labels from the whole grains. Also bring a few labels of non-whole grains like white bread and white rice so participants can compare labels of whole grains versus non-whole grains.

**What are some foods that are whole grain?**

- whole grain corn
- brown rice
- whole rye
- whole grain barley or pearl barley
- wild rice
- buckwheat
- triticale
- bulgur (cracked wheat)
- millet
- whole wheat bread
- whole oats or oatmeal

## How many servings of whole grains does your child need a day?

- Current recommendation from USDA is to make half your grains whole grains.

## Give parents copy of the Nutrition News Flyer: *Make Half of Your Grains Whole Grains.*

## What are some easy ways to include whole grains in your meals and snack?

- Try a snack mix made from ready-to-eat, whole grain cereals.
- Choose bread that has whole wheat flour as the first ingredient.
- In recipes that call for flour, use at least half whole wheat flour.
- Choose breakfast cereals made from whole grains.
- Try brown rice or wild rice instead of white rice.
- Choose whole corn or whole wheat tortillas.
- Try whole wheat spaghetti or noodles..
- Use whole grains in mixed dishes, such as pearl barley in soup and bulgur in casseroles or salads.

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

Give each parent a copy of the *Nutrition News* for Parents.

## Materials Needed



The Whole Grain Choo-Choo Train Book  
Crayons

Black and white pictures of whole grain characters from the Whole Grain Choo-Choo Train book (see attached)

Samples of whole grains like brown rice, whole wheat cous cous, barley, and whole oats.

Labels from various whole grains and labels from non whole grains

*Nutrition News* Flyer: *Make Half of Your Grains Whole Grains*

([www.floridaWIC.org](http://www.floridaWIC.org))

Purple Train song from Rachel Sumner: Rachel's Fun Time CD

<http://musicstore.connect.com/album/276/Rachel-Sumner/Rachel-s-Fun-Time-CD/500000000000010060046.html>

## Sunshine Standards:

### *Health Literacy*

#### **Standard 1:**

The student comprehends concepts that relate to health promotion and disease prevention. (HE.A.1.1)

The student:

- a. Understands positive health behaviors that enhance wellness.
- b. Classifies food and food combinations according to the Food Guide Pyramid.

#### **Standard 2:**

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.1)

The student:

- a. Knows sources of health information (e.g., people, place and products) and how to locate them.

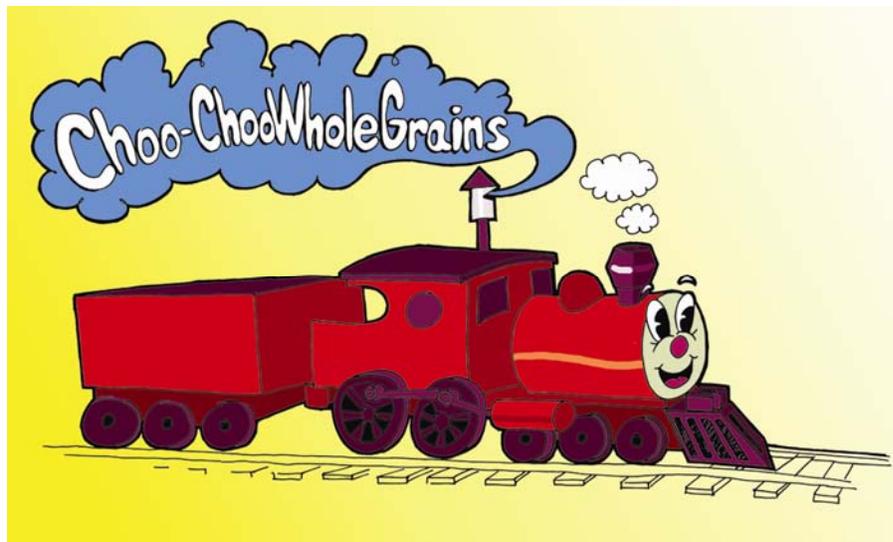
### *Responsible Health Behavior*

#### **Standard 1:**

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

The student:

- a. Knows and practices good personal health habits.



## **Directions for the Whole Grain Hat Craft:**

### **Materials**

- Yellow, red, orange or green construction paper, cut 18" long and 4" wide
- Pictures of Haley Whole Wheat Bread, Tito Soft Corn Tortilla, Ollie Oatmeal, Bonita Brown Rice
- Tape
- Glue (optional)
- Crayons

Have children color their picture and then tape or glue the picture to the center of construction paper head band. Place head band around child's head to size it. Tape headband together placing the picture in front.

## **Steps to Story Time for The Whole Grain Choo-Choo Train:**

**Step 1 Invite** children in by showing them the cover of the book.

**Step 2 Read The Whole Grain Choo-Choo Train.**

**Step 3 Craft:** Make whole grain hats  
**Share** nutrition messages with caregivers

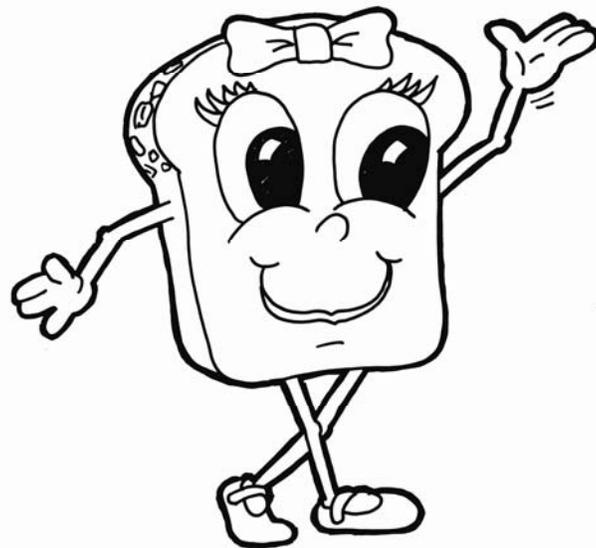
**Step 4 & Step 5 Game & Movement Time:** Play: The Whole Grain Choo-Choo Train with train background music.

**Step 6 Provide** *Nutrition News* flyer to parents.

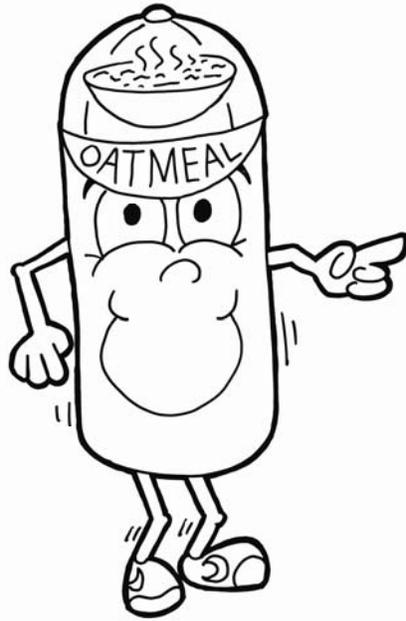


Bonita Brown Rice

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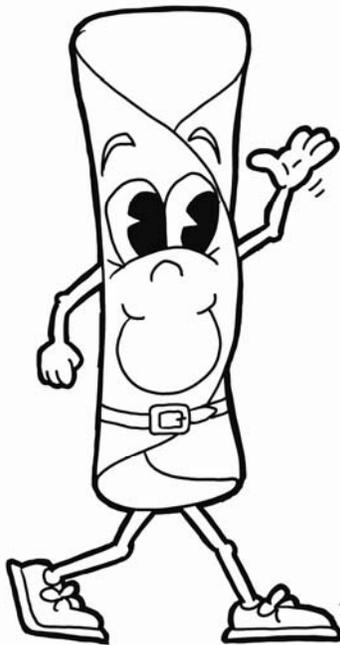


Haley Whole Wheat Bread



Ollie Oatmeal

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Tito Soft Corn Tortilla

## Parent Goal Setting (English Version)

✂-----

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

✂-----

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## 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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