

Food Fun & Reading

A PROGRAM FOR
Preschoolers – 2nd Graders and Parents

In each lesson

1. Read a children's story book
2. Talk about MyPlate and nutrition
3. Play a physically active game and
4. Make and enjoy a healthy snack



CREATE BETTER HEALTH SNAP-ED

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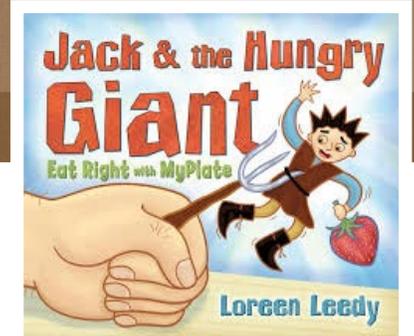
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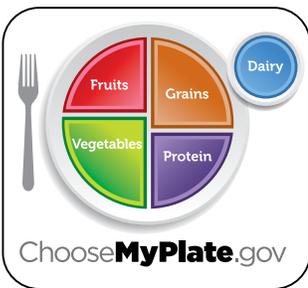
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MyPlate Lesson

Jack and the Hungry Giant Eat Right with MyPlate by Loreen Leedy



NUTRITION Children will learn about MyPlate and why eating healthy foods from each group is a healthy way of living.

PHYSICAL ACTIVITY Skip to the Plate or Musical Foods

SNACK MyPlate Cracker Stacks or MyPlate Mini Pizzas

LESSON OBJECTIVES

Children will be able to do the following

1. Name the five food groups.
2. Give an example of a food that fits into each food group.
3. State why it is healthy to eat foods from all of the food groups.

LESSON ORDER

The lesson should be taught in this order

1. Introduce MyPlate
2. Read a children's story book
3. Talk about MyPlate and nutrition
4. Play a physically active game
5. Make and enjoy a healthy snack

REQUIRED MATERIALS

- Jack and the Hungry Giant Eat Right with MyPlate by Loreen Leedy book
- MyPlate Chart, Poster or Plate
- Plastic Poly Dots
2 sets. Remove yellow dots; you will use them in a different lesson.
- MyPlate Pocket Chart and included food cards
- If teaching Skip to the Plate race activity : Half sheet food cards
Laminated cards in kit. Remove yellow cards for sometimes foods; you will use them in different lesson.

OR

- If teaching Musical Foods activity: “Alive with 5” song downloaded to mobile device.
Download here: choosemyplate-prod.azureedge.net/sites/default/files/populartopics/Song-alivewithfive.mp3
- If teaching Musical Foods activity: I-pad speaker and I-pad mini

BACKGROUND INFORMATION FOR THE INSTRUCTOR

Not to be taught as part of the lesson—this is for instructor only so he/she has background knowledge

MyPlate: Balance your plate with choices from each food group

USDA’s MyPlate is based on the 2015-2020 Dietary Guidelines for Americans. It is a visual representation of how to choose foods in a flexible, balanced way at meals, which will create a healthful eating pattern and provide a variety of nutrients from each food group. MyPlate is divided into five food groups: Fruits, Vegetables, Protein, Grains, and Dairy. MyPlate has several key nutrition messages to help people make the healthiest choices in each group:

- Include more fruits and vegetables at meals. MyPlate recommends filling half of our plates with these nutritious foods. Fruits and vegetables are full of vitamins, minerals, and antioxidants, are important for long-term health, and may reduce risks of chronic disease development.
- Choose a variety of colorful vegetables to get more nutrients. Different colors of vegetables (i.e., red-orange and dark green) contain different nutrients. MyPlate categorizes vegetables according to subgroups based on color and nutrient content, and recommends that people aim for a certain amount from each group each week to get a greater variety of nutrients.
- Eat more whole fruits rather than 100% fruit juice. Although 100% fruit juice is considered a fruit, whole fruit contains more fiber and less calories than 100% juice. Fiber is important for our digestive system. It helps us stay full longer, and it is important for heart health.

- Choose whole grains for at least half of your servings of grains each day. Whole grains such as brown rice, whole-wheat products, quinoa, and oatmeal contain fiber, B-vitamins, and minerals, which are lost in the refining process when grains are processed to become more shelf-stable.
- Select low-fat or fat-free dairy products. These products contain the same amount of protein, vitamins, and minerals (such as calcium), with less fat and saturated fat, than the full-fat versions.
- Choose a variety of protein options including lean meats and poultry, fatty fish, and plant-based protein sources. Fatty fish (i.e., sardines, trout, and salmon) contain heart-healthy fats and plant-based protein sources (i.e., beans, peas, and soy foods) contain dietary fiber and are generally low in saturated fat.

Fat and oils are not considered a separate food group; however, they are important because they provide essential fats, which our body cannot make, and they are needed to absorb fat-soluble vitamins. However, they are needed in much smaller quantities than the foods found in each food group and they are often found in other foods (i.e., fatty fish and avocados). And the type of fat we choose matters. MyPlate recommends that we choose primarily unsaturated fats, which are liquid at room temperature, because they are beneficial for heart health. This includes oils and fats found in certain foods—fatty fish, avocados, nuts, and seeds. In contrast, saturated and trans fats, which are solid at room temperature, such as butter, lard, and fat present in red meat, should be reduced.

MyPlate also recommends that we reduce our intake of added sugars and sodium. Sugar is found naturally in some foods (i.e., lactose in milk products and fructose in fruit); however, much of the sugar we eat is added to foods. By 2021, all Nutrition Facts Labels will specify the grams of added sugar found in the food. Added sugars can also be identified by looking for

different forms of sugar in the ingredient list such as corn syrup, corn syrup solids, honey, maple syrup, and maltose. Similarly, reading the Nutrition Facts Label can also help you identify foods that are lower in sodium. In contrast to what many people think, adding salt to food is not the primary source of sodium in our diet, but rather it is sodium that is added to food when it is processed.

USDA's MyPlate provides recommendations for the number of servings of foods from each food group children and adults should consume to maximize nutrition. These recommendations are based on age, estimated number of calories required, and daily physical activity level. Individual needs and recommendations vary. For specific guidelines go to <https://www.choosemyplate.gov>.

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TEACHING THE LESSON

Sample Instructor Narrative

Instructor text is in blue

Today we will read a book together, talk about MyPlate, make a healthy snack, and play a fun physically active game. We are learning about MyPlate. (Show MyPlate chart, poster or plate.) Have you heard about MyPlate? We are going to read the book *Jack and the Giant Eat Right with MyPlate* (show the book). We will learn more about MyPlate in the book.

Tips for Reading to a Group of Children:

- Make sure to read the book yourself ahead of time so you are familiar with it.
- Sit in a chair or on the floor in the center. Ask children to sit around you in a semi-circle. Ask kids to “sit on their pockets.”
- Read the book holding it up.
- Hold book up high and slowly show it around the entire circle so all kids can see.
- Speak loudly with a clear voice – articulating voices for characters, etc., when it applies.

INSTRUCTOR NOTE: This is a longer book. You do not need to read every food that is on each page. You might want to stop at “Waldorf’s Tips for Healthy Eating” and skip the last two pages as these topics will be covered in other lessons.

Tips for Increasing Engagement While Reading the Book

- Ask the kids to “stomp their feet like a giant” when they hear the word giant.
- When the giant says, “Are you hungry too? Let’s have a healthy meal. ...” Ask the kids what they think he might have for a healthy meal.
- On each of the pages that show a food group, ask the kids, “Which foods do you like on this page?”
- When Waldorf “chopped and poured and stirred,” ask the kids to do chopping, pouring, and stirring motions.

AFTER READING THE BOOK

Sample Instructor Narrative

Instructor text is in blue

Hold up the MyPlate pocket display. (It is large– so you may want to ask a student or teacher to hold the other side of it.) **This is MyPlate which helps us to know how to eat in a healthy way. It reminds us that we should eat food from each of the food groups each day. Foods are divided up into five different food groups: Grains, Vegetables, Fruits, Protein, and Dairy. Each food group is a different color. What color is the Vegetable group? (Let kids answer—Green!), Fruit group (Red!), Grains group (Orange!), Protein group (Purple!), Dairy group (Blue!). Great job! Try to remember these colors because we are going to play a game using them later.**

In the book we read, the giant asked Jack to help him make a healthy meal. He asked Jack to choose his favorite foods in each food group. I brought some pictures of foods with me. (Show small food cards that came with MyPlate chart. Tear them apart before lesson.) **Can you help me put them in each food group?** Mix up the pictures, pull them out one at a time and show each picture to the children. For each picture, ask the children the following:

1. **What is this food?**
2. **Which food group does it belong in?**

(Show at least 10 pictures (at least two from each food group) and put them in the appropriate clear plastic food group pocket on the MyPlate display.)

OPTIONAL: To make the activity more interactive, ask for a volunteer to come forward and place the food picture in the correct pocket each time you show a picture.

The foods in each of these food groups are healthy for us because they give us different nutrients. That’s a big word. Can you say that with me? NU-TREE-ENT. Nutrients are found inside of foods and when we eat them, they help our bodies grow and stay healthy. We will talk more about these NU-TREE-ENTS that we get from foods in other lessons. In addition to nutrients, food gives us the energy we need to run, play, think, talk, swim, and do all of the other fun things we do each day. Speaking of energy, let’s use our energy to play a fun relay game.

PHYSICAL ACTIVITY: SKIP TO THE PLATE

You will need two sets of the poly dots and the laminated food cards (remove the yellow dots and food cards; you will use them in a different lesson). Split the students into two groups and ask them to form two lines. (Make sure there is space between the two lines so students will not run into one another.) Place one set of the poly dots several feet away from each line of students. You can gauge the distance based on the age of the children and setup of the room. Set a stack of food group cards next to the first person in each line, face down. Say to the students:

We are going to play a skipping relay game. When I say go, the first person in line should pick up a food card. You will look at your card and then you will skip across the room to the dots and put the card on the dot that is the color of the food group that the food belongs in. Let's practice. If your card is a strawberry, a strawberry belongs in what food group? (Allow the kids to answer—Fruit group!) Good, and what color is the fruit group? (Allow kids to answer—Red). Great. So you would put the strawberry card on the red dot. When you place your card, skip back to the line and tag the next person in line. That person draws a card and goes next. The line that gets done first with the most answers correct wins!

Alternate game: Musical Foods

This may work best for younger children

You will need one set of the poly dots (remove the yellow dot).

EXPLANATION: This game is similar to “hot potato.” You will need the “Alive with 5” song downloaded to your mobile device and the plug-in speaker (see the materials section to download). Ask the students to sit in a circle with one student in the middle. The student in the middle is the MyPlate King or Queen. Give ONE set of poly dots to the student in the middle. You will start the music. When the music starts, the MyPlate King or Queen (student seated in the center of the circle) will hand one of the poly dots (of his/her choice) to the nearest student to start passing it around the circle. You will randomly stop the music. When the music stops, the child holding the dot has to name a food that is in the food group which corresponds to the color of the dot. (For example, if he/she is holding a red dot, he/she should name a fruit.) If the student correctly names a food that falls into the food group, he/she becomes the MyPlate King or Queen and gets to move into the middle of the circle and will start passing the next dot when the music starts. If he/she answers incorrectly, he/she stays in the same spot and the student in the middle remains the MyPlate King/Queen. Play at least five rounds of the game so each color is passed around at least once.

HEALTHY SNACK

NOTE ABOUT FOOD ALLERGIES: Check with parents before any snacks are served to see if there are any food allergies. If a snack has an ingredient known to be a common allergen, such as peanut butter, make sure to have an alternative such as a low-fat ranch dip.

INSTRUCTOR NOTE: Please instruct children to wash hands prior to eating. NEA should wear disposable gloves when preparing food.

OPTIONAL (IF THERE IS TIME): As you are preparing the snack, or as the children are eating their snack, ask the children to name the food group that each ingredient belongs in. For example, as you are making the pizza, explain that instead of just a pepperoni pizza, this pizza has lots of healthy foods on top. Ask the children to name which food group each component of the pizza belongs in.

MYPLATE CRACKER STACKS

Ingredients

For each cracker stack

- Whole grain cracker
- 1/4 slice of cheese
- 1/4 slice of deli meat (i.e., turkey)
- 1 spinach leaf or 1 baby carrot
- Thin apple slice *(or 2 grapes)
- Small plates
- Disposable gloves

Instructions

Ahead of time: Wash all fruits and vegetables (unless purchased pre-washed). Cut each slice of cheese and deli meat into fourths (one slice is enough for four stacks).

At lesson: Put on disposable gloves. On top of each cracker, layer a piece of spinach (if using), a slice of deli meat, and a slice of cheese. Serve the apple slice or grapes and baby carrot (if using) on the side.

*** If you are prepping food prior to the lesson, you may want to use two grapes instead of the apples to prevent browning.**

Alternative recipe idea

MYPLATE MINI PIZZAS

Ingredients

- Whole-wheat English muffins, mini whole-wheat bagels, or whole grain baguette sliced into 1/2 -inch thick slices
- Can of pineapple tidbits (packed in 100% juice), drained
- 15 oz. can tomato sauce
- Deli meat (turkey or ham), cut into small squares
- Mozzarella cheese, shredded
- Tomatoes, diced; cherry tomatoes, halved; or red bell pepper, diced

Instructions

Ahead of time: Wash the top of canned products. Open and drain canned pineapple tidbits in a strainer. Cut the deli meat into small squares. Dice tomatoes or bell pepper or cut cherry tomatoes in half. If using the whole-grain baguette, slice into 1/2-inch thick slices. If using mini bagels or English muffins, separate into halves.

At lesson: Put on disposable gloves. Arrange bread on a toaster oven baking sheet. Spoon 1 Tbsp. of tomato sauce onto each piece of bread, muffin, or bagel. Add a couple of pineapple tidbits, a few pieces of deli meat, and a couple of tomato or bell pepper pieces. Top with 1-2 Tbsp. of mozzarella cheese. Bake in the toaster oven at 350 degrees until cheese is melted (about 3-4 minutes).

***This recipe may not be appropriate for a large group of students because of the time involved in toasting the pizzas. The MyPlate cracker stacks would be appropriate for a large group.**

WHILE ENJOYING THE SNACK REVIEW THE LESSON

MyPlate helps us to know how to eat in a healthy way. It reminds us that we should eat food from each of the food groups each day. Foods are divided up into five different food groups. Who remembers the names of the different food groups? Hold up one of the poly dots and say, **Who remembers what the BLUE group is called?** (Let the kids answer—Dairy!) Go through the rest of the good groups. Fruit group - red; Vegetable group - green; Grains group - orange; Protein group - purple; Dairy group - blue.

That's right. The food groups are Grains, Vegetables, Fruits, Protein and Dairy. The foods in each of these food groups are healthy for us because they give us different nutrients, which help us grow and stay healthy. They also give us the energy we need to run, play, learn, and do all of the other fun things we do each day.

OTHER BOOKS CHILDREN MIGHT ENJOY

- Oh, the THINGS you can do that are GOOD for you! by Tish Rabe

LESSON MATERIALS

To download and print these materials, visit FoodFunReading.usu.edu.



Half Sheet Food Cards

LESSON HANDOUTS

To download and print these handouts, visit FoodFunReading.usu.edu.

MyPlate Lesson
Recipes to try at home

MYPLATE MINI PIZZAS Makes 12 mini pizzas

Ingredients

- 1 package whole-wheat English muffins (6-count)
- 1-20 oz. can of pineapple tidbits (packed in 100% juice), drained
- 1-15 oz. can tomato sauce
- Small package deli meat (turkey or ham), cut into small squares
- 1-1/2 cups Mozzarella cheese, shredded
- 2-3 tomatoes, diced; 1 pint cherry tomatoes, halved; or 1-2 red bell peppers, diced

Instructions

Separate English muffins into halves. Arrange muffins on a toaster oven baking sheet. Spoon 1 Tbsp. of tomato sauce onto each muffin half. Add a couple of pineapple tidbits, and a few tomato or bell pepper pieces. Top with 1-2 Tbsp. of mozzarella cheese. Bake in the toaster oven at 350 degrees until cheese melts (about 3-4 minutes).

BLACK BEAN QUESADILLAS WITH PEACH AVOCADO SALSA Makes 6 quesadillas

Salsa Ingredients

- 2 fresh peaches, peeled and diced
- 1/2 avocado, peeled and diced
- 1/4 cup jicama, diced
- 1 Tbsp. finely diced red onion
- 1 tomato, diced
- 1/2 Tbsp. lime juice
- 1/2 tsp olive oil
- Pinch of salt

Quesadilla Ingredients:

- 2 (15 oz.) cans black beans, low sodium (preferred) rinsed and drained
- 2/3 cup salsa
- 6 flour tortillas, whole-wheat (preferred)
- 3/4 cup, shredded cheddar cheese, low-fat (preferred)

Instructions

To make the salsa, combine all salsa ingredients in a bowl. Cover and chill until ready to serve.

To make the quesadillas, combine beans, drained and rinsed, and salsa in a bowl. Mash with a fork. Spread about 1/2 cup of the bean mixture on one-half of each tortilla. Sprinkle 2 Tbsp of cheese on top of bean mixture. Fold tortilla in half. In a broiler or toaster oven, cook quesadillas 1-2 minutes on each side until cheese is melted and bubbly. Top each quesadilla with salsa.

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

Recipes Handout

MyPlate Lesson
Take Home Activity Sheet

Which foods go into which Food Groups? Match up the colors!

Color the Fruits RED

Color the Vegetables GREEN

Color the Grains ORANGE

Color the Protein PURPLE

Color the Dairy BLUE

Choose-MyPlate.gov

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Take Home Activity Sheet

MYPLATE LESSON

Dear Parent,

Your child attended a Food, Fun, & Reading lesson today. Food, Fun, & Reading gets children excited about trying nutritious foods through reading and fun activities. Today's lesson provided an overview of USDA's MyPlate. This lesson was the first in a six lesson series. The other five lessons will each focus on a different USDA MyPlate food group. Please see the attached handouts for more information including MyPlate tips for parents, a kid's activity sheet, and kid-friendly recipes to try at home.

Mealtime with young children can sometimes be challenging for parents, especially when children are reluctant to try new foods. To encourage children to enjoy a variety of nutritious foods and develop a healthy relationship with food, child feeding expert Elynn Satter, RD, recommends that parents take responsibility for some of the aspects of eating and children be in charge of others.

Parent's Tasks

- Offer a variety of nutritious foods for your child to choose from at meals and snacks.
- Offer a new food along with familiar foods. Set an example by eating a variety of foods yourself.
- Offer meals and two or three snacks at set times during the day and minimize snacking and drinking juice in between.

Child's Tasks

- Decide what to eat out of the foods offered.
- Decide how much to eat.
- Listen to hunger and fullness to guide eating, which means he/she will sometimes eat more, and will sometimes eat less.

USDA's MyPlate is a visual tool that parents can use to choose nutritious foods to offer to their children. MyPlate is divided into five food groups: Fruits, Vegetables, Protein, Grains, and Dairy. A healthful eating pattern includes nutritious choices from each group. See the attached MyPlate Tips for Parents handout for key messages about nutritious choices from each food group. Here are some tips to get you started.

- Include colorful fruits and vegetables at meals and at snacks. MyPlate recommends filling half of our plates with these nutritious foods! Add butternut squash to a favorite pasta dish or soup, try roasted butternut squash or sweet potatoes, or try oven baked sweet potato fries. Keep baby carrots and cut, bite-size vegetables and fruits in the refrigerator. Serve with a low-fat ranch or yogurt-based dip for a nutritious afternoon snack.
- Add more whole grains to meals. Try replacing half of the regular pasta in a dish with whole grain pasta. Or, experiment with different whole grain breads such as tortillas or English muffins.
- Offer nutritious dairy choices. Fat free or low fat yogurt or reduced-fat string cheese make a great snack. Top the yogurt with cut fruit or berries and pair the string cheese with whole grain crackers.

Sincerely,
The Food Sense Team

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Parent Letter

United States Department of Agriculture

10 tips Nutrition Education Series

MyPlate MyWins

Choose MyPlate

Based on the Dietary Guidelines for Americans

Use MyPlate to build your healthy eating style and maintain it for a lifetime. Choose foods and beverages from each MyPlate food group. Make sure your choices are limited in sodium, saturated fat, and added sugars. Start with small changes to make healthier choices you can enjoy.

1 Find your healthy eating style
Creating a healthy style means regularly eating a variety of foods to get the nutrients and calories you need. MyPlate's tips help you create your own healthy eating solutions—MyWins.™

2 Make half your plate fruits and vegetables
Eating colorful fruits and vegetables is important because they provide vitamins and minerals and most are low in calories.

3 Focus on whole fruits
Choose whole fruits—fresh, frozen, dried, or canned in 100% juice. Enjoy fruit with meals, as snacks, or as a dessert.

4 Vary your veggies
Try adding fresh, frozen, or canned vegetables to salads, sides, and main dishes. Choose a variety of colorful vegetables prepared in healthful ways: steamed, sautéed, roasted, or raw.

5 Make half your grains whole grains
Look for whole grains listed first or second on the ingredients list—oatmeal, popcorn, whole-grain bread, and brown rice. Limit grain-based desserts and snacks, such as cakes, cookies, and pastries.

6 Move to low-fat or fat-free milk or yogurt
Choose low-fat or fat-free milk, yogurt, and soy beverages (soymilk) to cut back on saturated fat. Replace sour cream, cream, and regular cheese with low-fat yogurt, milk, and cheese.

7 Vary your protein routine
Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry. Try main dishes made with beans or seafood like tuna salad or bean chili.

8 Drink and eat beverages and food with less sodium, saturated fat, and added sugars
Use the Nutrition Facts label and ingredients list to limit items high in sodium, saturated fat, and added sugars. Choose vegetable oils instead of butter, and oil-based sauces and dips instead of ones with butter, cream, or cheese.

9 Drink water instead of sugary drinks
Water is calorie-free. Non-diet soda, energy or sports drinks, and other sugar-sweetened drinks contain a lot of calories from added sugars and have few nutrients.

10 Everything you eat and drink matters
The right mix of foods can help you be healthier now and into the future. Turn small changes into your "MyPlate, MyWins."

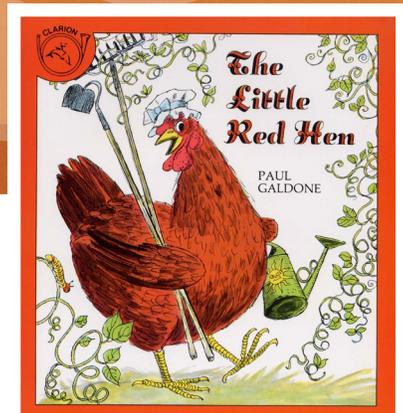
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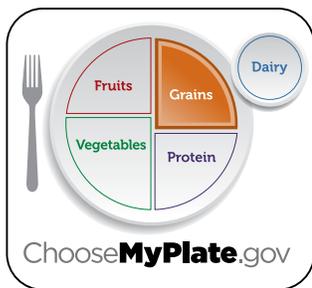
DO TipSheet No. 1
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Parent Handout



Grains Lesson

The Little Red Hen by Paul Galdone



NUTRITION Children will learn about the MyPlate Grains group and what foods are in the group. They will learn that half of their grains should be whole grains.

PHYSICAL ACTIVITY The Chicken Dance

SNACK Whole Grains Snack Mix or Whole Wheat Tortillas

LESSON OBJECTIVES

Children will be able to do the following

1. Identify foods in the Grains group.
2. Identify that whole grains are better for us than white or refined grains.
3. Identify that half of grains eaten each day should be whole grains.

LESSON ORDER

The lesson should be taught in this order

1. Introduce MyPlate Grains group
2. Read a children's story book
3. Talk about MyPlate Grains group and nutrition
4. Play a physically active game
5. Make and enjoy a healthy snack

REQUIRED MATERIALS

- **Little Red Hen book**
The hen makes a cake in the book from the kit. You may also look for the version of the book in which she makes whole wheat bread.
- **MyPlate Chart, Plate or Poster**
- **Recipe and Ingredients for Whole Grains Snack Mix or Whole Wheat Tortillas, Food prep gloves**
- **Plastic flower that separates into leaves, flower, and stem**
- **Poster of whole grain with removable parts**
- **“The Chicken Dance” music**
Download on iPad mini or phone. Video with music and motions available at: www.youtube.com/watch?v=kQQ59Z-al4w.
- **“The Chicken Dance” steps poster**
At the end of this lesson.
- **Speaker for I-pad mini**
- **Bread models**
Whole wheat and refined

BACKGROUND INFORMATION FOR THE INSTRUCTOR

Not to be taught as part of the lesson—this is for instructor only so he/she has background knowledge

Grains Group: Make Half Your Grains Whole Grains

Choose whole grain foods such as whole wheat bread, oatmeal, whole wheat tortillas, brown rice, and popcorn more often.

Grains are divided into two groups: whole grains and refined grains.

Whole grains contain the entire grain kernel — the bran, germ, and endosperm. Examples of whole grains include whole wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, brown rice, and quinoa.

Refined grains have been milled which means the bran and germ have been removed. This gives grains a finer texture. It also improves shelf life. Unfortunately, it also removes dietary fiber, iron, and many B vitamins. White flour, white bread, and white rice are all examples of refined grain products.

According to the 2015-2020 Dietary Guidelines for Americans (DGAs), at least half of the grains we eat each day should be whole grains. Whole grains are high in B vitamins, minerals, and dietary fiber. Substitute whole grain choices for refined grains whenever possible.

Watch for food products labeled with words such as wheat flour, multi-grain, stone-ground, 100% wheat, bran, and cracked wheat. Companies can be clever with words used on the front of packaging. Color is also not an indicator of whole grain content as additives can be used to make refined grains darker in color. If a whole grain such as whole wheat flour, whole cornmeal, oatmeal, or brown rice appears first in the list of ingredients, it often (although not always) indicates that the product is mostly a whole grain since ingredients are listed in order of weight.

Another way to identify whole grains is by the 100% Whole Grain stamp from the Whole Grains Council, which indicates a product is a whole grain.

On average, a child age 4-8 years old should be eating 4-6 ounce equivalents of grains each day.* Half of that amount should come from whole grains. Examples of amounts of food that count as one ounce equivalent of grains include 1/2 cup cooked grains (i.e., oatmeal, pasta, rice); 1 cup dry cereal; or 1 standard size slice of bread.

**MyPlate serving recommendations are based on age, estimated number of calories required, and daily physical activity level. Individual needs and recommendations vary. For specific guidelines go to <https://www.choosemyplate.gov>.*

References

1. United States Department of Agriculture. (2017, November). Choosemyplate.gov. All about the grains group. Retrieved from <https://www.choosemyplate.gov/grains>
2. United States Department of Agriculture. (2015, June). Choosemyplate.gov. Grains: Nutrients and health benefits. Retrieved from <https://www.choosemyplate.gov/grains-nutrients-health>
3. Whole Grains Council. (n.d.). Identifying whole grain products. Retrieved from <https://wholegrainscouncil.org/whole-grains-101/identifying-whole-grain-products>

TEACHING THE LESSON

Begin by explaining you will read a book together, talk about MyPlate, make a healthy snack, and play a fun physically active game.

Sample Instructor Narrative

Instructor text is in blue

Today we are going to learn about the Grains group. The Grains group is part of My Plate. (Show MyPlate chart, poster or plate.) Can you see where the Grains group is on MyPlate?

We are going to read the book “The Little Red Hen” by Paul Galdone. (Show the book.) While we read the book, see if you can figure out what it has to do with the MyPlate Grains group.

Tips for Reading to a Group of Children:

- Make sure to read the book yourself ahead of time so you are familiar with it.
- Sit in a chair or on the floor in the center. Ask children to sit around you in a semi-circle. Ask kids to “sit on their pockets.”
- Read the book holding it up.
- Hold book up high and slowly show it around the entire circle so all kids can see.
- Speak loudly with a clear voice – articulating voices for characters, etc., when it applies.

Tips for Increasing Engagement While Reading the Book

- When the hen asks the dog, cat and mouse to help plant the wheat, ask children, “Why do you think the other animals don’t want to help the hen?”
- After reading “soon the wheat pushed through the ground and began to grow tall” ask children if they have seen wheat growing before?

AFTER READING THE BOOK

NOTE TO INSTRUCTOR: You may want to use the “Parts of the Grain” poster or the flower demonstration. In some cases you could use both. Think about the ages of children you are teaching and what they will be able to comprehend. In either case make sure to talk about the hen making a cake and that it isn’t as healthy of an option. Make sure to show both kinds of bread from the kit and talk about which is healthiest. (Or, when reading the book, you could explain that the hen is making bread. It is difficult to tell in the picture that the hen is making cake instead of bread.)

Hold up the MyPlate poster or plate again. Remember when we looked at MyPlate before we read the book? Which food group was the book about again? (Let children answer.) That’s right! The Grains group! MyPlate helps us to know how to eat in a healthy way. It reminds us that we should eat food from each of the food groups each day. Foods are divided into five different food groups: Grains, Vegetables, Fruits, Protein and Dairy.

Did you know there are three different parts to a kernel of grain? (Show grains part poster from the kit.) A whole grain has three parts. Point to all three and say the names. If a grain is a whole grain it has all three. When a grain is refined some parts are removed. The bran is removed. Tear the bran off. The germ is also removed. Tear the germ off. So a kernel of whole grain is made up of three parts and a refined grain has only one part– something called an endosperm. Which do you think is more healthy? (Allow kids to guess.) It is better to have ALL of the parts. At least half of the grains we eat each day should be whole grain.

OPTIONAL: Now show children the flower from the kit. **Think of a whole grain like this flower. It has three parts - the stem, the petals and the leaves. What happens when you start separating the parts?** (Pull the petals from the stem and the leaves off the stem. Allow children to give you answers such as “it isn’t pretty,” “It isn’t whole”.) **Just like this flower, once you break apart a whole grain it isn’t complete any more.**

In the book, the little red hen grew the grain, then had it milled and turned into flour. It was milled into white or refined flour. She then used it to make a cake. Cake is really yummy but isn’t as healthy as another kind of food the hen could have made from the wheat. Any guesses what kind of food I’m thinking about? Here’s a hint (show food replica of whole grain bread).

Show the children the bread models. **The darker brown slice of bread is a whole grain and just like the whole flower, it was made with all of the parts of the grain—the “whole grain.”** Show the white bread model. **When making this white bread the bran and germ are removed. Which of these two breads (show both) do you think are a healthier choice?** (Allow children to guess.) **That’s right the whole grain bread is better for us. Remember that half of our grains each day should be whole grains!**

PHYSICAL ACTIVITY: CHICKEN DANCE

You will need: “The Chicken Dance” music – download on ipad mini or phone. Video with music and motions available at: <https://www.youtube.com/watch?v=kQQ59Z-al4w>. Watch the video if you are not familiar with the dance movements.

Show children the Chicken Dance Steps poster.

Ask children: **What kind of animal was the “Little Red Hen”? She was a chicken, and because she was a chicken, we are going to do the chicken dance!**

Have children stand up and face you. Start music. Demonstrate the steps so they can follow you.

Here are the basic movements:

- Begin with arms by sides.
- Put your forearms up with your hands facing in front of you. Make a beak shape with fingers. Use a “quack-like” movement with fingers and thumbs.

STEPS 1–4

- Do the above movement four times to the beat of the music.
- Flap arms like a chicken: elbows out, forearms facing inward.

STEPS 5–8

- Do the above movement four times to the beat of the music.

STEPS 9–12

- Clap hands four times.

STEPS 13–16

- Wiggle your tail feathers (shake your rear end) down to the floor for two counts and back up.
- Repeat from beginning.

HEALTHY SNACK

NOTE ABOUT FOOD ALLERGIES: Check with parents before any snacks are served to see if there are any food allergies. If a snack has an ingredient known to be a common allergen, such as peanut butter, make sure to have an alternative such as a low fat ranch dip.

INSTRUCTOR NOTE: Please instruct children to wash hands prior to eating. NEA should wear disposable gloves when preparing food.

WHOLE GRAINS SNACK MIX

As children enjoy their snack mix, talk about what whole grains are in the mix.

Ingredients

- 100% whole grain cereal (ex: Cheerios, Wheat Chex, Corn Chex, Wheaties)
- Popcorn
- Whole grain goldfish crackers
- Yogurt covered raisins

Other Supplies

- Small cups
- Large zip plastic bag or bowl
- Plastic food prep gloves

Instructions

1. Put on food prep gloves. Mix all ingredients in a large zip bag. Pour into small cups for each child.

***You could incorporate other ingredients as well. Keep in mind you want to include "whole grains."*

Alternative recipe idea

WHOLE WHEAT TORTILLAS

Ingredients

- 2 cups wheat flour
- 3/4 cup of warm water
- 1/2 teaspoon salt
- 16 cheese slices
- 3 tablespoons oil

Instructions

1. In a large bowl combine flour and salt. Add water and oil to form the dough. If necessary, add a bit more water. Knead the dough with your hands and mix until the dough is smooth and is able to be molded.
2. Divide the dough into 16 small round portions and form them into ball shapes. Let the dough rest for 10 minutes. On a lightly floured surface, roll out tortillas to your preferred thinness. In a hot greased pan cook them for a minute on each side. Top with a slice of cheese and roll up.



WHILE ENJOYING THE SNACK REVIEW THE LESSON

Ask children:

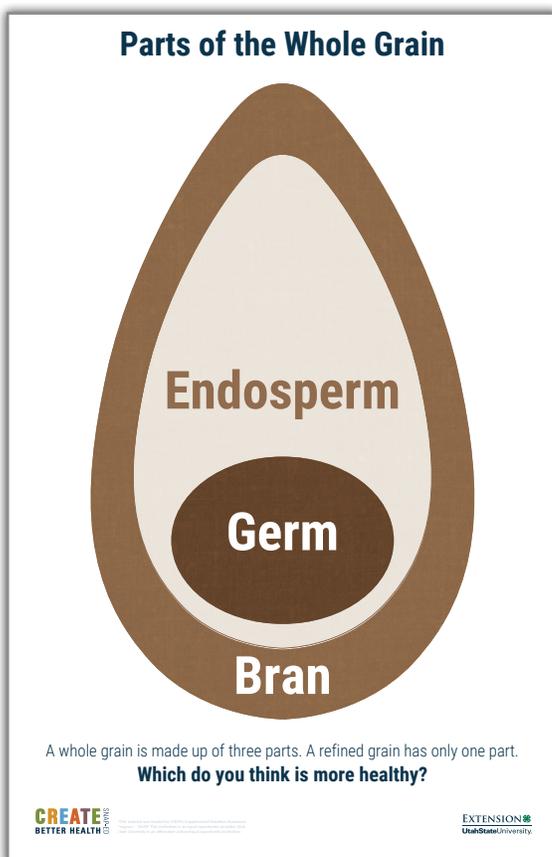
- 1 Do you remember how a whole grain is different from a refined grain? (Allow children to give answers, then show diagram again.)
- 2 Why are whole grains better for you? (Allow children to give answers and then talk about it again.)
- 3 What are some whole grains you like to eat? Help children come up with some whole grains they will try.

OTHER BOOKS CHILDREN MIGHT ENJOY

- If You Give a Mouse a Muffin by Laura Numeroff
- If you Give a Pig a Pancake by Laura Numeroff
- Strega Nona by Tomie dePaola
- The Popcorn Book by Tomie de Poala
- Sun Bread by Elisa Kleven

LESSON MATERIALS

To download and print these materials, visit FoodFunReading.usu.edu.



Parts of the Whole Grain Poster
(with removable part)



Chicken Dance Steps Poster

LESSON HANDOUTS

To download and print these handouts, visit FoodFunReading.usu.edu.

Grains Lesson
Recipes to try at home

WHOLE WHEAT TORTILLAS

Ingredients

- 2 cups wheat flour
- 1/2 teaspoon salt
- 3 tablespoons oil
- 3/4 cup of warm water
- 1/4 cheese slices

Instructions

- In a large bowl combine flour and salt. Add water and oil to form the dough. If necessary, add a bit more water. Knead the dough with your hands and mix until the dough is smooth and is able to be rolled.
- Divide the dough into 16 small round portions and form them into ball shapes. Let the dough rest for 10 minutes. On a lightly floured surface, roll out tortillas to your preferred thickness. In a hot greased pan cook them for a minute on each side. Top with a slice of cheese and roll up.

FRIED QUINOA FOR KIDS Serves: 5-7

Ingredients

- 3 medium carrots
- 1 small onion
- 2 cloves garlic
- Cooking spray or 2 tsp. canola oil
- 2 Tbsp canola oil, divided
- 3 large eggs
- 1/2 cup green peas, frozen
- 4 cups quinoa, cooked
- 3 Tbsp soy sauce, low sodium
- 1 tsp sugar
- 2 stalks green onion

Instructions

- Chop carrots, onions, and garlic. Set aside.
- Place a large pan over medium heat. Spray with cooking spray or add 2 tsp. canola oil. Add eggs and use a spatula to scramble them. When cooked, remove from pan.
- In the same large pan, add 1 Tbsp of canola oil and turn heat to medium high. Add chopped carrots, onion, garlic and frozen peas. Stir occasionally and let cook for 4 minutes or until the veggies are soft.
- Add the remaining Tbsp of canola oil to the pan and stir in cooked quinoa, scrambled eggs, soy sauce, and sugar. Let cook for 2 minutes.
- Chop green onions and add to the pan, give it a final stir and it's ready to serve!

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

Grains Lesson
Take Home Activity Sheet

Cut and Glue: What order do you think the wheat comes? Cut out the images and glue them in the correct order.

1

2

3

4

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

Take Home Activity Sheet

Recipes Handout

GRAINS LESSON

Dear Parent,

Your child attended a Food, Fun, & Reading lesson today. Food, Fun, & Reading gets children excited about trying nutritious foods through reading and fun activities. Each lesson focuses on a different USDA MyPlate food group. Today, your child learned about the Grains group. Please see the attached handouts for more information including MyPlate tips for parents, a kid's activity sheet, and kid-friendly recipes to try at home.

USDA's MyPlate recommends that children and adults eat whole grains for half of their servings of grains each day. Some examples of whole grains are whole wheat bread, whole grain crackers, whole wheat pasta, oatmeal, barley, quinoa, brown rice, popcorn, farro, and millet. When whole grains are processed, the entire grain kernel is retained, which includes the bran, germ, and endosperm. These parts of the grain contain B vitamins, minerals, and fiber, which are removed when grains are refined to make white rice and white flour products (i.e., white bread, tortillas, and regular crackers). Because of the additional nutrients whole grains have to offer, USDA's MyPlate recommends that we choose more of these foods.

Recognizing whole grain products can be tricky. Whole grains are usually darker in color than refined grain products; however, color alone is not always an indicator that a product is made from whole grains. (Manufacturers can add coloring to refined products to make them darker.) The best way to identify a whole grain is to read the ingredient label on the package. If the first ingredient is a whole grain – whole wheat flour, whole cornmeal, oats, or brown rice – it is likely a whole grain (since ingredients are listed in order of weight).

Some children may be reluctant to try whole grains, which are usually darker brown than their refined or "white" counterparts. Here are some strategies to try to encourage your child to eat more whole grains.

- Try kid-friendly whole grain cereals. Choose lower sugar varieties and add a sliced banana or strawberries for a sweeter flavor.
- Serve hot cereals such as oatmeal or quinoa. Add milk, sliced fruit, or a drizzle of honey.
- Experiment with different versions of whole grain bread. Try whole grain wraps, English muffins, or pita pockets when making a sandwich or mini pizza.
- Mix a refined grain, such as traditional pasta, with whole grain pasta so little ones can ease into the taste and texture.
- Substitute whole wheat flour for half of the white flour when making a pizza crust or pancakes.
- Choose whole grain snacks such as whole wheat crackers or popcorn.

Sincerely,
The Food Sense Team

REFERENCES

Drutz, K. (2008). 5 easy ways to get kids to eat more whole grains. Retrieved from <https://www.healthcadre.com/5-easy-ways-to-get-your-kids-to-eat-more-whole-grains/>

United States Department of Agriculture (USDA). (2017, November 3). All about the grains group. Retrieved from <https://www.choosemyplate.gov/grains>

Whole Grains Council. (n.d.). Identifying whole grain products. Retrieved from <https://wholegrainscouncil.org/whole-grains-101/identifying-whole-grain-products>

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Parent Letter

United States Department of Agriculture

Based on the Dietary Guidelines for Americans

10 tips Nutrition Education Series

Make half your grains whole grains

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. People who eat whole grains as part of a healthy eating style have a reduced risk of some chronic diseases.

1 Make simple shifts
To make half your grains whole grains, choose 100% whole-wheat bread, bagels, pasta, or tortillas; brown rice; oatmeal; or grits.

6 Bake up some whole-grain goodness
Experiment by substituting buckwheat, millet, or oat flour for up to half of the flour in your favorite pancake or waffle recipes. To limit saturated fat and added sugars, top with fruit instead of butter and syrup.

2 Whole grains can be healthy snacks
Popcorn is a whole grain. Make it with little or no added salt or butter. Also, try 100% whole-wheat or rye crackers.

7 Be a good role model for children
Set a good example for children by serving and eating whole grains every day with meals or as snacks.

3 Save some time
Cook extra brown rice or oatmeal when you have time. Refrigerate half of what you cook to heat and serve later in the week.

8 Check the label
Most refined grains are enriched. This means that certain B vitamins and iron are added back after processing. Check the ingredients list to make sure the word "enriched" is included in the grain name.

4 Mix it up with whole grains
Use whole grains in mixed dishes, such as barley in vegetable soups or steves and bulgur wheat in casseroles or stir-fries. Try a quinoa salad or pilaf.

9 Know what to look for on the ingredients list
Read the ingredients list and choose products that name a whole-grain ingredient **first** on the list. Look for "whole wheat," "brown rice," "bulgur," "buckwheat," "oatmeal," "whole-grain cornmeal," "whole oats," or "whole rye."

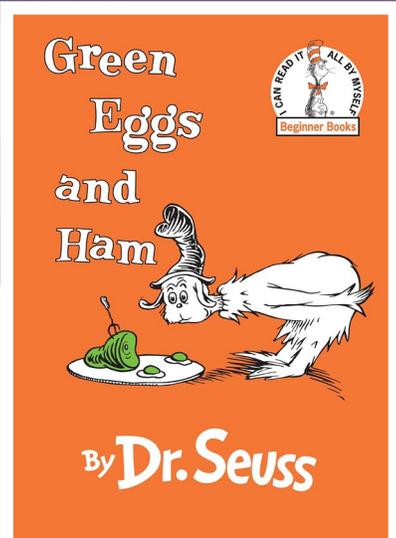
5 Try whole-wheat versions
Change up your favorite meal with whole grains. Try brown rice stuffing in baked green peppers or tomatoes, and whole-wheat noodles in lasagna.

10 Be a smart shopper
The color of a food is not an indication that it is a whole-grain food. Foods labeled as "multi-grain," "stone-ground," "100% wheat," "cracked wheat," "seven-grain," or "bran" are usually not 100% whole-grain products, and may not contain any whole grain.

Handout provided by:

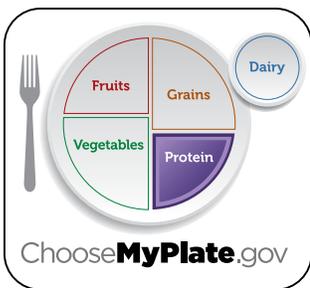
Center for Nutrition Policy and Promotion Go to ChooseMyPlate.gov for more information. **DD TipSheet No. 4** June 2011 Revised October 2016

Parent Handout



Protein Lesson

Green Eggs and Ham by Dr. Seuss



NUTRITION

Children will learn about the MyPlate Protein group and what foods are in the group. Children will learn about protein and what it does for the body.

PHYSICAL ACTIVITY

Green Eggs and Ham Relay

SNACK

Meatball Lollipop or Green Deviled Eggs or Turkey and Cheese Stacks

LESSON OBJECTIVES

Children will be able to do the following

1. Identify foods in the Protein food group.
2. State why protein is important for health.
3. Name both plant and animal sources of protein.

LESSON ORDER

The lesson should be taught in this order

1. Introduce MyPlate Protein foods group
2. Read a children's story book
3. Talk about MyPlate Protein foods group and nutrition
4. Play a physically active game
5. Make and enjoy a healthy snack

REQUIRED MATERIALS

- Green Eggs and Ham book
- MyPlate Chart, Poster or Plate
- **Protein Group food models**
Cut out ahead of time and mix plant and animal cards
- **Recipe and ingredients for Meatball Lollipops, Green Deviled Eggs, or Turkey & Cheese Stacks**
- Plastic green eggs
- Copies of ham clipart for game
- Large spoons
- Bowls or pans
- **Optional: Two brown bag sacks**
One labeled animal-based protein and one labeled plant-based protein

BACKGROUND INFORMATION FOR THE INSTRUCTOR

Not to be taught as part of the lesson—this is for instructor only so he/she has background knowledge

Protein Foods Group: Vary your protein routine

Foods that belong in the Protein food group include foods from both animal (eggs, poultry, meat, fish) and plant (beans, peas, soy products, nuts and seeds) sources.

The 2015-2020 Dietary Guidelines for Americans (DGAs) encourages choosing a wider variety of healthy protein options. When choosing meat, look for leaner cuts such as round or sirloin beef, or ground meats that have a higher lean to fat percentage (i.e., 90% lean/10% fat). Trimming and/or draining fat and removing skin from poultry are other ways to reduce extra fat and calories. Eggs can be an inexpensive way to get protein in the diet.

Consider trying out beans and peas such as black beans and chickpeas. In general, beans are lower in saturated fat, provide dietary fiber (which is only found in plant-based foods), and contain important vitamins and minerals.

Seafood is also a nutritious protein source. Fatty-fish such as salmon, sardines, and trout contain heart healthy fats in addition to protein and other nutrients. The 2015-2020 Dietary Guidelines for Americans (DGAs)

recommend that adults eat two 4-ounce portions of seafood per week (8 ounces total). The EPA and FDA suggest a 2-ounce portion of seafood for children ages 4-7, once or twice per week.

It is recommended that most people ages 9 and older eat 5 to 7 ounces of protein each day (from both meat and plant-based sources). Most children ages 4-8 need 3-5 ounces of protein per day. Most children 2-3 years old need 2-3 ounces of protein.*

**MyPlate serving recommendations are based on age, estimated number of calories required, and daily physical activity level. Individual needs and recommendations vary. For specific guidelines go to <https://www.choosemyplate.gov>.*

What counts as 1 ounce in the Protein foods group?

It can be confusing to figure out what an ounce looks like in different foods – especially in the Protein foods group.

One ounce of a Protein food is equal to:

1 egg; 1/4 cup cooked beans or peas; 1/2 ounce nuts or seeds; 1 ounce lean meat, poultry or seafood; 1 Tbsp. peanut butter.

For a helpful table with more ounce equivalents go to: [choosemyplate.gov/protein-foods](https://www.choosemyplate.gov/protein-foods)

It may also be helpful to have a visual reference for various foods.

- Nuts: 1/2 ounce = about 12 almonds, 7 walnut halves
- Peanut Butter: 2 Tbsp is about the size of a golf ball (1 Tbsp = 1/2 golf ball)
- Meat/Poultry: 3 ounces of chicken is about the size of a deck of cards
- Fish: 3 ounces is about the size of a checkbook

References

1. U.S. Department of Agriculture. (2018). Choosemyplate.gov. All about the Protein foods group. Retrieved from <https://www.choosemyplate.gov/protein-foods>.
2. U.S. Department of Agriculture. (2016). Choosemyplate.gov. Protein foods: Nutrients and health benefits. Retrieved from <https://www.choosemyplate.gov/protein-foods-nutrients-health>.
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4. U.S. Food & Drug Administration. (2017). Eating fish: What pregnant women and parents should know. Retrieved from www.fda.gov/Food/ResourcesForYou/Consumers/ucm393070.htm#supporting.
5. Zelman, K. (2012). WebMD portion size guide. Retrieved from <https://www.webmd.com/diet/printable/portion-control-size-guide>.

TEACHING THE LESSON

Begin by explaining you will read a book together, talk about MyPlate, play a fun physically active game and enjoy a healthy snack.

Sample Instructor Narrative

Instructor text is in blue

Today we are going to learn about the Protein foods group. The Protein foods group is part of My Plate. (Show Myplate chart, poster or plate.) **Can you see where the Protein foods group is on MyPlate?**

We are going to read the book “Green Eggs and Ham” by Dr. Seuss. (Show the book.) **While we read the book, think about how it fits in with what we are talking about today: the MyPlate Protein foods group.**

Tips for Reading to a Group of Children:

- Make sure to read the book yourself ahead of time so you are familiar with it.
- Sit in a chair or on the floor in the center. Ask children to sit around you in a semi-circle. Ask kids to “sit on their pockets.”
- Read the book holding it up.
- Hold book up high and slowly show it around the entire circle so all kids can see.
- Speak loudly with a clear voice – articulating voices for characters, etc., when it applies.

INSTRUCTOR NOTE: Green Eggs and Ham is a longer book. If you are short on time or if you are concerned children won't be able to pay attention through the whole book, consider skipping a portion of it. For example, you could skip pages 26-39. Then on page 46, skip the lines “Not in the rain, Not on the train, Not in the dark, Not in a tree, Not in the car.”

Tips for Increasing Engagement While Reading the Book

- After reading pg. 12 “I do not like them, Sam-I-am. I do not like green eggs and ham” ask children why do you think the character doesn't like them? Allow children to give you a few answers and then then say “Let's see!”
- After finishing the final page “I do so like green eggs and ham! Thank you! Thank you Sam-I-am!” ask children if there are any foods they thought they wouldn't like but once they tried them they discovered they did like them.

AFTER READING THE BOOK

Ask the children, **So what happened at the end of the book?** (Allow children time to answer - he tried something new, etc.) **It is important to try new foods - if we never try them how would we know if we like them?**

Hold up the MyPlate poster or plate again. **Remember before reading the book we looked at MyPlate? Do you remember where the Protein group is? MyPlate helps us to know how to eat in a healthy way. It reminds us that we should eat food from each of the food groups each day. Foods are divided into five different food groups: Grains, Vegetables, Fruits, Protein and Dairy.**

The Protein group includes foods that are animal-based foods and some that are plant-based. Isn't that kind of weird—that an animal and a plant can be in the same group? Let's look at some pictures of foods and see if we think they belong in the protein group. Show four pictures - two plant and two animal (you will show the other pictures at the end of the lesson). As you go over them, tell the kids if they are plant-based or animal-based. Optional: ask kids if they have tried the food and if they like it.

The Protein group is really high in one certain nutrient. Have you heard of that word before: Nutrient? It is a substance in foods that we need in order to grow and survive. Who knows which nutrient is found most in the PROTEIN group? (Allow children to guess - they most likely will know protein). **Ask children to all hold up their arms and make a fist to show their arm muscles. What does protein do?** (Allow them to answer— makes you strong, etc.)

Great answers! Proteins are like stacks of building blocks. Your body breaks apart the blocks of a protein and puts them back together in different ways to build important structures in your body such as your muscles, bones, and even your skin. Your body gets these important “building blocks” from the protein foods you eat.

Reference:

1. Harvard T.H. Chan School of Public Health. (n.d.). The nutrition source: Protein. Retrieved from <https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/protein/>

Now that we know you have big muscles– should we play a game and watch you use them?

PHYSICAL ACTIVITY: GREEN EGGS AND HAM RELAY

You will need: Plastic green eggs, large spoons, copies of ham clipart, bowls or pans

Separate kids into equal groups. Line them up at one end of the room. Place bowls or pan at the beginning of each line as well as on the floor on the other side of the room. (How far you make the relay will depend on how much space you have and the age of children– make it shorter for younger kids.) Give each team one green plastic egg, one image of ham, and one spoon.

Explain the game: **Since we read the book Green Eggs and Ham I thought it would be fun to play a “Green Eggs and Ham” relay game! The first person in line will place the green plastic egg on the spoon. CAREFULLY walk to the bowl/pan and drop the egg and spoon in. Run back and tag the next person in line. The second person will put the ham image on top of their head and CAREFULLY walk to the bowl/pan and drop it in. Then run back and tag the next person. The third person will run to the bowl/pan, pick up the egg and spoon and CAREFULLY walk back to the line. The fourth person will run down to the bowl/pan, pick up the ham image, put it on their head and walk back CAREFULLY to the line.**

INSTRUCTOR NOTE: What happens if you drop the egg or ham? Depending on the age of the group you may want to do different things. For example: younger children could hold the egg on the spoon while they run and could also hold the ham on their head. Adjust the game to the age of children.

If you don't have enough children to do a relay you could have each child walk the egg and ham over to the bowl/pan and time them. See who is quickest. It is also fun to place the eggs on a table and have the kids push the egg using ONLY their noses. There are many “egg” themed games. Think about other games you could play.

HEALTHY SNACK

NOTE ABOUT FOOD ALLERGIES: Check with parents before any snacks are served to see if there are any food allergies. If a snack has an ingredient known to be a common allergen, such as peanut butter, make sure to have an alternative such as a low fat ranch dip.

INSTRUCTOR NOTE: Please instruct children to wash hands prior to eating. NEA should wear disposable gloves when preparing food.

GREEN EGGS & HAM DEVILED EGGS

Ingredients

- 12 large eggs, hard cooked and peeled
- 1-2 tsp lemon juice (to taste)
- 1 cup loosely packed baby spinach leaves
- 1/4 cup plain fat-free Greek yogurt or light mayo
- kosher salt (to taste)
- Ham cubes to garnish
- 2 Tbsp deli style mustard
- 1 Tbsp milk

Instructions

1. Slice eggs in half length-wise with a knife. Or, use a piece of thread or fishing line for the smoothest cut.
2. Separate yolks and whites. Place yolks in a food processor with yogurt, mustard, milk, 1 Tbsp. lemon juice, spinach and black pepper. Pulse until mixture is smooth. Strain through a fine strainer if there are leafy bits. Add additional lemon juice if needed for taste.
3. Spoon or pipe filling back into egg whites and top with ham cubes. Serve! Eggs can be made a day ahead and stored in the fridge. Garnish with ham just before serving.



Alternative recipe idea

MEATBALL LOLLIPOPS

Ingredients

- Frozen meatballs (they come in ground beef but also look for ground turkey or chicken)
- Pretzels or Crisp Breadsticks for lollipop sticks
- Healthy Sauce options* or Sauce recipe and ingredients

**Many ketchups and barbeque sauces are very high in added sugar. Look at ingredients before purchasing -usually a "natural" ketchup will have less sugar.*

Instructions

1. Cook meatballs according to package directions.
2. Serve with sauce and "sticks."
3. Encourage kids to make lollipops (after they have washed hands).

SAUCE RECIPE

Ingredients

- 1 can (14.5 oz.) diced tomatoes with roasted garlic and onion
- 1 can (14.5 oz.) diced tomatoes, Italian style

Instructions

1. Blend together and heat.

Tip: If you are teaching off site, try putting meatballs in a crock pot to keep them heated.

TURKEY AND CHEESE STACKS

Ingredients

- Turkey slices
- Cheese slices (cheddar, swiss, etc.)
- Small plates

Instructions

1. Cut turkey and cheese into small squares ahead of lesson.
2. Give each child four slices of turkey and four slices of cheese.
3. Encourage kids to make stacks and see how high they can get them. Eat! (After they have washed their hands.)

WHILE ENJOYING THE SNACK REVIEW THE LESSON

You will need copies of the animal and plant proteins cards (and the paper bags—if using to place cards in). Set aside the four cards you have already shown the children.

Ask children:

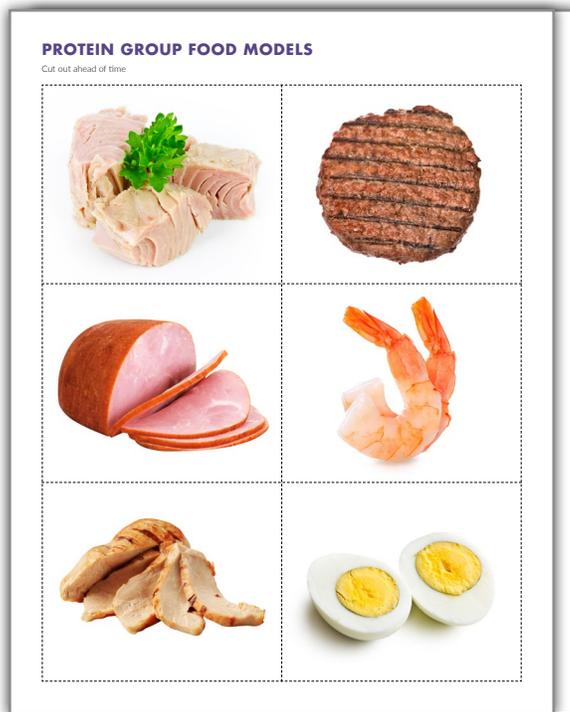
1. **Remember how foods in the MyPlate Protein group come from two different types of sources - animals and plants? Let's look at some more foods and see if we can decide which group they go in—animal-based or plant-based.** Show children the remaining pictures of animals and plant-based foods (seeds, peanut butter, turkey, etc.) included in this lesson. (You have already shown them four at the beginning of the lesson.) Have kids guess which goes where. Place photos in the correct bag (if you decide to use paper bags labeled with Plant and Animal). (Optional—ask for a volunteer to come forward and do it.)
1. **Foods in the Protein group are high in the nutrient protein. Can you remember what protein does for the body? I'll give you a hint!** (Hold arms up showing muscles.) **Protein helps us build strong muscles!**

OTHER BOOKS CHILDREN MIGHT ENJOY

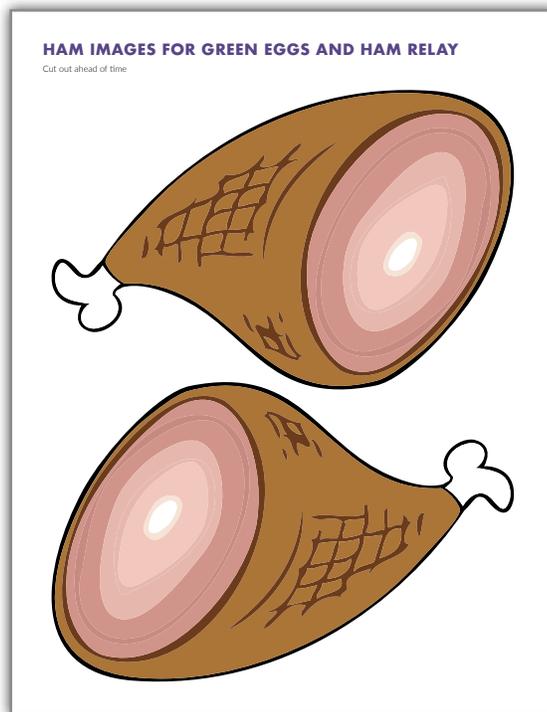
- **I Want That Nut** by Madeline Valentine
- **Dragons Love Tacos** by Adam Rubin
- **Cloudy with a Chance of Meatballs** by Judi Barrett
- **Scrambled Eggs Super!** By Dr. Seuss
- **The Lunch Box Surprise** by Grace Maccarone.
- **Yoko** by Rosemary Wells

LESSON MATERIALS

To download and print these materials, visit FoodFunReading.usu.edu.



Half Sheet Food Cards



Ham Images

LESSON HANDOUTS

To download and print these handouts, visit FoodFunReading.usu.edu.

Protein Lesson
Recipes to try at home

GREEN EGGS & HAM DEVILED EGGS

Ingredients

- 12 large eggs, hard cooked and peeled
- 1/4 cup plain fat-free Greek yogurt or light mayo
- 2 Tbsp. deli style mustard
- 1-2 tsp lemon juice (to taste)
- kosher salt (to taste)
- 1 Tbsp milk
- 1 cup loosely packed baby spinach leaves
- Ham cubes to garnish

Instructions

- Slice eggs in half length-wise with a knife. Or, use a piece of thread or fishing line for the smoothest cut.
- Separate yolks and whites. Place yolks in a food processor with yogurt, mustard, milk, 1 Tbsp. lemon juice, spinach and black pepper. Pulse until mixture is smooth. Strain through a fine strainer if there are leafy bits. Add additional lemon juice if needed for taste.
- Spoon or pipe filling back into egg whites and top with ham cubes. Serve! Eggs can be made a day ahead and stored in the fridge. Garnish with ham just before serving.

BLACK BEAN SLIDERS

Ingredients

- 2 cans black beans (15 ounces), drained and rinsed
- 2 carrots, finely chopped
- 1/2 cup red onion, finely chopped
- 1/2 cup seasoned bread crumbs
- 1 egg, beaten
- 2 tsp chili powder
- 1/2 tsp salt
- 1/2 tsp pepper

Instructions

- Place 1 1/2 cups of the black beans into a large bowl and mash well using a fork or a potato masher. Add in the remaining black beans and the rest of the ingredients and mix very well. Scoop 1/4 cup out at a time and form into a patty. Repeat for the remaining patties.
- Heat a non-stick skillet over medium heat. Spray the skillet with either cooking spray or a teaspoon of oil. Place the patties a few at a time into the skillet and cook until browned on each side, about 2 to 3 minutes per side. Remove from skillet and enjoy as is, or on slider buns with various toppings.

This material was funded by USDA's Supplemental Nutrition Assistance Program—SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

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Protein Lesson
Protein Memory Game

Did you know the foods in the protein MyPlate group come from both plants and animals? Four of these protein cards come from animals and four come from plants.

Instructions: Print cards double-sided and select flip on short side to make sure cards line up (see the next 2 pages). Cut out all six sets of cards. Mix up the cards then place them face down in rows. Flip two over at once. Try to remember where they are. Continue flipping over two cards at a time until you find two that match. Keep playing until all the cards are matched.

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Take Home Activity Sheet

Recipes Handout

PROTEIN LESSON

Dear Parent,

Your child attended a Food, Fun, & Reading lesson today. Food, Fun, & Reading gets children excited about trying nutritious foods through reading and fun activities. Each lesson focuses on a different USDA MyPlate food group. Today, your child learned about the Protein foods group. Please see the attached handouts for more information including MyPlate tips for parents, a kid's activity sheet, and kid-friendly recipes to try at home.

The Protein foods group includes foods derived from animals such as eggs, poultry, meat, and fish, and plant-based foods that are higher in protein content such as beans, peas, tofu, nuts, and seeds. USDA's MyPlate encourages people to consider the types of protein they choose. Recommendations include choosing leaner, animal-based protein sources such as boneless skinless chicken breasts and lean ground turkey and/or beef. In addition, choosing a wider variety of other protein sources such as beans, peas, nuts and seeds, and fish, is important. Beans, peas, nuts, and seeds provide dietary fiber and are low in saturated fat. Fatty fish such as salmon, sardines, and trout contain heart-healthy fats in addition to protein and other important nutrients.

Not sure where to begin with adding more variety of protein into your meals? Try involving the family in planning a new meal and setting aside a night (on morning) for family meal time. You could try a new soup with beans or peas, which are inexpensive and healthful protein sources, or try a stir-fry with tofu or edamame. You can give your child a choice of protein options to add to the meal.

Eating meals as a family has benefits for children, which continue into adolescence; therefore, starting this routine early will set them up for success. Some of the benefits of family mealtime shown in research include the following:

- Children who frequently eat meals with their families are more likely to eat more servings of fruits and vegetables and to have healthier overall eating patterns than those who eat with their families less often.
- Children and adolescents who frequently eat meals with their families are more likely to have better mental and emotional health. Specifically, girls are less likely to think poorly about their bodies and engage in harmful weight control behaviors, and both girls and boys are less likely to show signs of depression.

Sincerely,
The Food Sense Team

REFERENCES

Calkins, A.R., Terford, L., Skidmore, E.R., & Bandson, R.M. (2018). Is frequency of family meals associated with fruit and vegetable intake among preschoolers? A logistic regression analysis. *Journal of Human Nutrition and Dietetics*. <https://doi.org/10.1111/jhn.12531>

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Harrison, M.E., Norris, M.L., Obeki, N., Fu, M., Weinstaget, H., & Sampson, M. (2015). Systematic review of the effects of family meal frequency on psychosocial outcomes in youth. *Canadian Family Physician*, *61*, 696-6106.

United States Department of Agriculture (USDA). (2017, November 3). All about the protein foods group. Retrieved from <https://www.choosemyplate.gov/protein-foods>

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Parent Letter

United States Department of Agriculture

Based on the Dietary Guidelines for Americans

Vary your protein routine

Protein foods include both animal (meat, poultry, seafood, and eggs) and plant (beans, peas, soy products, nuts, and seeds) sources. We all need protein—but most Americans eat enough, and some eat more than they need. How much is enough? Most people, ages 9 and older, should eat 5 to 7 ounces* of protein foods each day depending on overall calorie needs.

1 Vary your protein food choices
Eat a variety of foods from the Protein Foods Group each week. Experiment with beans or peas, nuts, soy, and seafood as main dishes.

6 Consider nuts and seeds
Choose unsalted nuts or seeds as a snack, on salads, or in main dishes. Nuts and seeds are a concentrated source of calories, so eat small portions to keep calories in check.

2 Choose seafood twice a week
Eat seafood in place of meat or poultry twice a week. Select a variety of seafood, including those that are higher in oils and low in mercury, such as salmon, trout, and herring.

7 Keep it tasty and healthy
Try grilling, broiling, roasting, or baking—they don't add extra fat. Some lean meats need slow, moist cooking to be tender—try a slow cooker for them. Avoid breading meat or poultry, which adds calories.

3 Select lean meat and poultry
Choose lean cuts of meat like round or sirloin and ground beef that is at least 83% lean. Trim or drain fat from meat and remove poultry skin.

8 Make a healthy sandwich
Choose turkey, roast beef, canned tuna or salmon, or peanut butter for sandwiches. Many deli meats, such as regular bologna or salami, are high in fat and sodium—make them occasional treats only.

4 Save with eggs
Eggs can be an inexpensive protein option and part of a healthy eating style. Make eggs part of your weekly choices.

9 Think small when it comes to meat portions
Get the flavor you crave but in a smaller portion. Make or order a small turkey burger or a "petite" size steak.

5 Eat plant protein foods more often
Try beans and peas (kidney, pinto, black, or white beans; split peas; chickpeas; hummus), soy products (tofu, tempeh, veggie burgers), nuts, and seeds. They are lower in saturated fat and some are higher in fiber.

10 Check the sodium
Check the Nutrition Facts label to limit sodium. Salt is added to many canned foods—including soups, vegetables, beans, and meats. Many processed meats—such as ham, sausage, and hot dogs—are high in sodium. Some fresh chicken, turkey, and pork are brined in a salt solution for flavor and tenderness.

*What counts as an ounce of protein foods? 1 ounce lean meat, poultry, or seafood; 1 egg; 1/4 cup cooked beans or peas; 1/2 ounce nuts or seeds; or 1 tablespoon peanut butter.

Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider, employer, and lender.

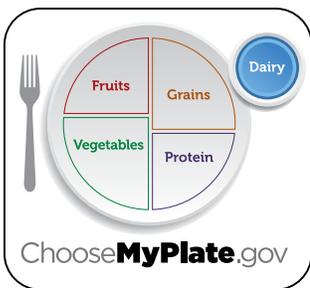
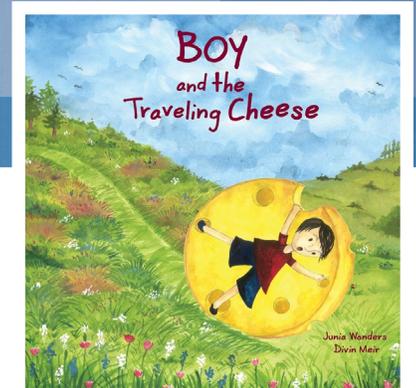
Go to ChooseMyPlate.gov for more information.

DOG TipSheet No. 6
June 2011
Revised October 2016

Parent Handout

Dairy Lesson

Boy and the Traveling Cheese by Junia Wonders and Divin Meir



NUTRITION Children will learn about the MyPlate Dairy group. They will learn about different foods that are in the dairy group and why they are healthy for them.

PHYSICAL ACTIVITY Dem Bones Skeleton Dance

SNACK Dairy Parfait or String Cheese Art

LESSON OBJECTIVES

Children will be able to do the following

1. Identify foods in the Dairy group.
2. State why calcium is important.
3. Identify types of physical activity, which are also important to strengthen bones.

LESSON ORDER

The lesson should be taught in this order

1. Introduce MyPlate Dairy group
2. Read a children’s story book
3. Talk about MyPlate Dairy group and nutrition
4. Play a physically active game
5. Make and enjoy a healthy snack

REQUIRED MATERIALS

- Boy and the Travelling Cheese book
- MyPlate Chart, Poster or Plate
- Plastic bone
In kit
- Blue Dairy Food Cards
From MyPlate Lesson, 6 Cards
- Physical Activity cards
Cut apart ahead of time
- Ingredients and supplies for dairy parfait or string cheese art
- Dem Bones Skelton Dance
Download on iPad mini or phone.
Video with dance movements can be found at: <https://www.youtube.com/watch?v=e54m6XOpRgU>
- Speaker for I-Pad Mini

BACKGROUND INFORMATION FOR THE INSTRUCTOR

Not to be taught as part of the lesson—this is for instructor only so he/she has background knowledge

Dairy Group: Get Your Calcium-rich Foods

Milk, yogurt, cheese and fortified soy milk are all in the Dairy group. Dairy foods are high in calcium, potassium, Vitamin D and protein. Selecting dairy foods that are low-fat or fat-free provides the same amount of vitamins and minerals with less calories and saturated fat.

Remember that cream cheese, cream and butter are not part of the Dairy group. This is because they are high in saturated fat and have little or no calcium. In order to get more calcium-rich foods, substitute plain yogurt or Greek yogurt when a recipe calls for sour cream. Try evaporated milk instead of cream. A good substitute for cream cheese is low-fat or fat-free ricotta cheese.

Chocolate milk and other flavored milks can be high in added sugars. Look at yogurts, frozen yogurt and pudding to check for sugar content as well. Look for dairy foods with no added sugars— or at least fewer.

If you are lactose intolerant you can still get calcium from yogurt, hard cheeses, lactose-free milk or soy milk and some people can tolerate small amounts (i.e., 1/2 cup milk) at meals. Incorporating non-dairy sources of calcium-rich foods, such as fortified nut milks (almond or soy), almonds, tofu processed with calcium, and leafy greens such as kale and bok choy, is another way to get more calcium.

What counts as a cup in the Dairy Group?

- 1 cup milk, yogurt or calcium-fortified soy beverage
- 1 1/2 ounces of natural cheese (about the size of 3 standard game dice) or 1/3 cup shredded cheese

Other useful information:

- 1/2 cup ice cream = 1/3 cup equivalent of dairy
- 1/2 cup cottage cheese = 1/4 cup equivalent of dairy
- 1/2 cup frozen yogurt = 1/2 cup equivalent of dairy

What about calcium fortified almond, cashew, and rice milks? With the exception of calcium-fortified soymilk, these plant based milks do not count as a dairy food. While they may provide an excellent source of calcium (if fortified) they do not have the other nutrients contained in dairy, such as protein, to be considered a dairy food.

Older children, teens and adults need approximately 3 cups of dairy a day. Children 4 to 8 years old need 2 1/2 cups; and children 2 to 3 years need 2 cups.*

**MyPlate serving recommendations for the Dairy group are based on age rather than estimated caloric needs.*

References

1. United States Department of Agriculture. (2018). Choosemyplate.gov. All about the Dairy group. Retrieved from <https://www.choosemyplate.gov/dairy>.
2. United States Department of Agriculture. (2015). Choosemyplate.gov. Dairy: Nutrients and health benefits. Retrieved from <https://www.choosemyplate.gov/dairy-nutrients-health>.
3. United States Department of Agriculture. (2015). Dietary Guidelines for Americans 2015-2020 eighth edition. Retrieved from https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf
4. National Institutes of Health. (2017). Calcium: Fact sheet for health professionals. Retrieved from <https://ods.od.nih.gov/factsheets/Calcium-HealthProfessional/>

TEACHING THE LESSON

Begin explaining that you will read a book together, talk about MyPlate, make a healthy snack, and play a fun physically active game.

Today we are going to learn about the Dairy group. The Dairy group is part of MyPlate. (Show MyPlate chart, poster or plate). **Can you see where the Dairy group is on MyPlate?**

We are going to read the book BOY and the Travelling Cheese (show the book). **While we are reading the book, think about how it might be related to the MyPlate Dairy group.**

Tips for Reading to a Group of Children:

- Make sure to read the book yourself ahead of time so you are familiar with it.
- Sit in a chair or on the floor in the center. Ask children to sit around you in a semi-circle. Ask kids to “sit on their pockets.”
- Read the book holding it up.
- Hold book up high and slowly show it around the entire circle so all kids can see.
- Speak loudly with a clear voice – articulating voices for characters, etc., when it applies.

INSTRUCTOR NOTE: BOY with the Travelling Cheese is a longer book. If you are short on time, consider skipping a portion of it. For example, you could skip the portion of the book about being famous and the part about being in the desert with his uncle. Start back up when the boy is on the ship. There are no page numbers in the book. However, if you count from the first page of text, the part about being famous starts on page 17 (with the red carpet in the background). You could skip this part until the boy is back on the ship (page 23 if counting from the first page with text) with the large ship in the background.

NOTE TO NEA: If you are concerned that the picture might look like the boy is hanging from the rope (which he is not), you might want to point out that when the package arrives on the doorstep, it is like a present that is tied with a rope around it (to clarify that the rope is not touching the boy; it just looks like that).

Tips for Increasing Engagement While Reading the Book

- When you read the letter, say to the kids, “His gift is made from milk. What could that be? What is made from milk?”
- When he starts to roll his cheese, ask “Is it okay to roll your cheese (or any food) on the ground? No! That would cause it to pick up germs.” Remember, this is just a story!
- When the boy finds his cheese too big for the fridge, ask the kids “Does cheese need to be kept in the refrigerator? Yes! It does.” Remember this is just a story.

AFTER READING THE BOOK

Didn't the boy and his cheese have a grand adventure? Which dairy food was in the book? (Allow children to answer cheese.) That's right! Think about all of the places he took the cheese! Now remember this is just a story – would you really want to take cheese to all of those places? Would it be safe to eat it afterward? In real life, cheese should be kept in the refrigerator where it stays nice and cool.

What food group does cheese fit into? (Let the kids answer—the Dairy group.) Do you remember where the Dairy group is on MyPlate? Hold up the MyPlate chart, poster or plate again. This is MyPlate which helps us to know how to eat in a healthy way. It reminds us that we should eat food from each of the food groups each day. Foods are divided into five different food groups: Grains, Vegetables, Fruits, Protein and Dairy.

Which other foods are in the Dairy group? (Show the dairy cards to prompt responses.) That's right—cheese, cottage cheese, yogurt and ice cream are all in the Dairy group. What are all of these foods made from? (Let kids answer—milk!) Who knows where milk comes from? Does it come from the grocery store? From a chicken? No! It comes from a cow.

Dairy group foods are high in the nutrient calcium. Can you guess how calcium helps us? Here's a hint: it makes this part of our body nice and strong! (Show bone.) You're right! Calcium helps us have strong bones. There is another part of our body that calcium helps make strong. Everyone look up at me and give me a nice big smile. Can you guess what other body part calcium helps with? What are you showing me when you smile? Your teeth! Calcium is important so we have strong bones and teeth!

Did you know that physical activity is also an important part of building healthy bones? Ask children what physical activities they like to do. Show physical activity cards as prompts.

PHYSICAL ACTIVITY: DEM BONES SKELETON DANCE

Today we are going to dance to the “Dem Bones Skeleton” song to strengthen our bones!

- Dem Bones Skelton Dance - download on iPad mini or phone. Video with dance movements can be found at: <https://www.youtube.com/watch?v=e54m6XOpRgU>
- Speaker from kit to plug into iPad mini

NOTE TO EDUCATOR: Make sure to listen to the song several times and practice leading the dance.

NOTE: if you aren't able to use the music or video you can do the dance as a “repeat after me” activity. Sing song a verse and then ask the children to sing it back to you. Continue throughout the song.

Here are the words to the song. Move the part of the body the song is talking about in rhythm

*Dem Bones. Dem Bones. Dem Dancing Bones. Dem Bones.
Dem Bones. Dem Dancing Bones. Dem Bones. Dem Bones.
Dem Dancing Bones. Doin' the skeleton dance.*

*The foot bone's connected to the leg bone. The leg bone's
connected to the knee bone.*

*The knee bone's connected to the thigh bone. Doin' the
skeleton dance.*

*The thigh bone's connected to the hip bone. The hip bone's
connected to the backbone.*

*The backbone's connected to the neck bone. Doin' the
skeleton dance.*

*Shake your hands to the left. Shake your hands to the right.
Put your hands in the air. Put your hands out of sight. Shake
your hands to the left. Shake your hands to the right. Put your
hands in the air.*

*Wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle,
wiggle, wiggle, wiggle, wiggle...wiggle your knees.*

*Dem Bones. Dem Bones. Dem Dancing Bones. Dem Bones.
Dem Bones. Dem Dancing Bones. Dem Bones. Dem Bones.
Dem Dancing Bones. Doin' the skeleton dance!*

HEALTHY SNACK

NOTE ABOUT FOOD ALLERGIES: Check with parents before any snacks are served to see if there are any food allergies. If a snack has an ingredient known to be a common allergen such as peanut butter, make sure to have an alternative such as a low-fat ranch dip.

INSTRUCTOR NOTE: Please instruct children to wash hands prior to eating. NEA should wear disposable gloves when preparing food.

After they wash their hands, encourage children to make their own string cheese art or structure. (Note: if NEAs are touching ingredients, put on food prep gloves.)

STRING CHEESE ART

Ingredients for Skater Dude

- String cheese
- Slice of apple
- Black olives
- *Edible marker

Instructions for Skater Dude

Peel down strands from top of cheese to make hair. Pull off small amount for hands (either peel or cut). Pull string cheese in half at the bottom. Using edible marker make eyes and mouth. To make skateboard place sliced apple and two olives to plate.

*If you cannot find an edible marker, you could give children a toothpick (if they are age appropriate) and allow them to draw on a face.

Ingredients for Toadstools

- String cheese
- Cherry tomatoes
- Ricotta cheese or Greek yogurt in ziplock bag (cut a very small bit off one corner). Fill.

Instructions for Toadstools

Cut string cheese into four to five pieces. Cut cherry tomatoes in half. Place string cheese on plate. Top with halved cherry tomatoes. Pipe on dots of ricotta cheese or Greek yogurt.



Alternative recipe idea

YOGURT PARFAITS

Makes 1 sample-size parfait

Ingredients

- *Low-fat, plain or vanilla yogurt
- Sliced fruit (i.e., bananas or strawberries) or whole blueberries
- Granola or other whole grain cereal

Other Supplies

- 4-5 oz. plastic cups
- Plastic spoons

Instructions

Put on food prep gloves. To make an individual, sample-size parfait, scoop 2 Tbsp yogurt into a small (4-5 oz.) plastic cup. Add 1-2 Tbsp sliced or whole berries. Top with 1 Tbsp granola. Serve immediately.

*Instructor Note: Choose plain yogurt or check the nutrition label to find a lower-sugar flavored yogurt. Children might prefer the taste of vanilla yogurt.

WHILE ENJOYING THE SNACK REVIEW THE LESSON

Ask children:

- 1 Do you remember what nutrient dairy foods have a lot of? (If children don't remember– give them a hint– for example– it starts with a c or tell them it starts with cal....)
- 2 And what parts of our body does calcium help the most? (show bone) That's right! Our bones. Ask children to all look at you and smile big again! And teeth! Calcium is important so we have strong bones and teeth!
- 3 Other than eating dairy foods high in calcium there is one more thing we can do to make sure our bones are nice and strong. Do you remember what it is? (allow children to guess) If they need a hint say a few lines from Dem Bones. **Physical activity is important to strengthen bones. What kind of physical activity did we do today?Dancing!**

OTHER BOOKS CHILDREN MIGHT ENJOY

- **Cow** by Jules Older
- **Milk: From Cow to Carton** by Alikei
- **Farmer McPeepers and His Missing Milk Cows** by Katy Duffield
- **Moo, Moo, Brown Cow! Have you any milk?** by Phyllis Gershator
- **Yogurt and Cheeses and Ice Cream That Pleases: What Is the Milk Group?** By Brian Cleary
- **The Great Cheese Robbery** by Tim Warnes
- **Fortunately, the Milk...** by Neil Gaiman

LESSON MATERIALS

To download and print these materials, visit FoodFunReading.usu.edu.



Physical Activity Cards

LESSON HANDOUTS

To download and print these handouts, visit FoodFunReading.usu.edu.

Dairy Lesson
Recipes to try at home

STRING CHEESE ART

Ingredients for Skater Dude

- String cheese
- Black olives
- Slice of apple
- Edible marker

Instructions for Skater Dude

Peel down strands from top of cheese to make hair. Pull off small amount for hands (either peel or cut). Pull string cheese in half at the bottom. Using edible marker make eyes and mouth. To make skateboard place sliced apple and two olives to skate.

**If you cannot find an edible marker, you could give children a toothpick (if they are age appropriate) and allow them to draw on a face.*

Ingredients for Toadstools

- String cheese
- Cherry tomatoes
- Slicotta cheese or Greek yogurt in ziplock bag (cut a very small bit off one corner). Fill.

Instructions for Toadstools

Cut string cheese into four to five pieces. Cut cherry tomatoes in half. Place string cheese on plate. Top with halved cherry tomatoes. Place on dots of ricotta cheese or Greek yogurt.

BERRY PARFAIT

Makes 1 parfait

Ingredients

- 1/2 cup low-fat yogurt
- 1/2 cup sliced fruit (i.e., bananas or strawberries) or whole blueberries
- 1/4 cup granola or other whole grain cereal

Instructions

Scoop the yogurt into a bowl. Add the sliced or whole berries. Top with granola. Serve immediately.

FRUIT SMOOTHIE

Serves 2

Ingredients

- 1 banana
- 1 cup fresh peaches or strawberries (fresh or frozen)
- 1 8-ounce container vanilla yogurt, low-fat
- 1/2 cup 100% fruit juice

Instructions

Put all ingredients in a blender. Blend on high until smooth. Pour into two glasses. Serve immediately.

Recipe Source: <https://healthcooking.fru.usu.edu/recipes/supplemental-nutrition-assistance-program-recipe/fruit-smoothie>

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Dairy Lesson
Take Home Activity Sheet

MyPlate has five different food groups. The dairy group is an important one because these foods provide calcium which is important for strong bones and teeth! Find the Dairy circle on the picture above and color it.

Did you know all of these yummy foods are in the Dairy food group? Color them and make a star by the foods that are your favorites!

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Take Home Activity Sheet

Recipes Handout

DAIRY LESSON

Dear Parent,

Your child attended a Food, Fun, & Reading lesson today. Food, Fun, & Reading gets children excited about trying nutritious foods through reading and fun activities. Each lesson focuses on a different USDA MyPlate food group. Today, your child learned about the Dairy group. Please see the attached handouts for more information including MyPlate tips for parents, a kid's activity sheet, and kid-friendly recipes to try at home.

The Dairy group includes milk, yogurt, cheese, ice cream, and calcium-fortified soy milk. Dairy foods provide a number of nutrients including protein, potassium, calcium, and vitamin D. Calcium and vitamin D are particularly important for young children. These nutrients help strengthen their bones as they grow. Children ages 2-3 years need 2 cup equivalents of dairy per day and children ages 4-8 years need 2 1/2 cup equivalents. To find out what counts as a cup equivalent, visit www.choosemyplate.gov.

USDA's MyPlate recommends choosing low-fat or fat-free dairy products, which contain the same vitamins, minerals, and protein as higher fat dairy, but have less fat and saturated fat. Here are some tips for offering nutritious choices from the Dairy group to your child.

- Make a yogurt parfait. Choose low-fat or fat-free yogurt and top it with fruit and granola or whole grain cereal.
- Serve a yogurt dip with sliced fruit, berries, or graham crackers. Try plain, non-fat or low-fat yogurt with a small amount of honey and cinnamon mixed in.
- Top a baked potato, broccoli, or bean soup with reduced-fat, shredded cheese.
- Choose plain, unflavored milk over flavored milks (i.e., chocolate), which have added sugars.

For children who are reluctant to drink milk, finding creative ways to add dairy to foods and/or ways to incorporate other non-dairy sources of calcium into their meals and snacks may be helpful.

- Make oatmeal with milk. Add some chopped almonds on top for extra calcium.
- Blend milk or yogurt into a fruit smoothie. Or, serve tomato soup or pudding made with milk.
- Serve calcium-fortified soy milk or nut milks (i.e., almond or cashew milk) in cold or hot cereal.
- Incorporate dark green leafy vegetables such as kale or bok choy into meals and snacks. Try bok choy in a stir-fry or blend kale into a smoothie.
- Try calcium-fortified tofu. Silken tofu (soft tofu) can be blended into a fruit smoothie. Firm tofu can be baked and added to a stir-fry or pasta dish in the place of other protein.

*When buying non-dairy milk, check the nutrition label to see if it is fortified with calcium and vitamin D. Some brands do not have added nutrients. Similarly, check the nutrition label to see if tofu is processed with calcium.

Sincerely,
The Food Sense Team

REFERENCES

Johnson, A., & Ansel, K. (2017, November 10). Dairy alternatives for kids who won't - or can't - drink milk. Retrieved from <http://www.eatright.org/resources/food/nutrition/dietary-guidelines-and-myplate/dairy-alternatives-for-kids-who-won-t-or-cant-drink-milk>

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This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

Parent Letter

United States Department of Agriculture

10 tips
Nutrition
Education Series

Based on the
Dietary
Guidelines
for Americans

Got your dairy today?

The Dairy Group includes milk, yogurt, cheese, and fortified soy milk. They provide calcium, vitamin D, potassium, protein, and other nutrients needed for good health throughout life. Choices should be low-fat or fat-free—to cut calories and saturated fat. How much is needed? Older children, teens, and adults need 3 cups* a day, while children 4 to 8 years old need 2 1/2 cups, and children 2 to 3 years old need 2 cups.

1 "Skim" the fat

Drink fat-free (skim) or low-fat (1%) milk. If you currently drink whole milk, gradually switch to lower fat versions. This change cuts saturated fat and calories but doesn't reduce calcium or other essential nutrients.

2 Boost potassium and vitamin D, and cut sodium

Choose fat-free or low-fat milk or yogurt more often than cheese. Milk and yogurt have more potassium and less sodium than most cheeses. Also, almost all milk and many yogurts are fortified with vitamin D.

3 Top off your meals

Use fat-free or low-fat milk on cereal and oatmeal. Top fruit salads and baked potatoes with low-fat yogurt instead of higher fat toppings such as sour cream.

4 Choose cheeses with less fat

Many cheeses are high in saturated fat. Look for "reduced-fat" or "low-fat" on the label. Try different brands or types to find the one that you like.

5 What about cream cheese?

Cream cheese, cream, and butter are not part of the dairy food group. They are high in saturated fat and have little or no calcium.

6 Switch ingredients

When recipes such as dips call for sour cream, substitute plain yogurt. Use fat-free evaporated milk instead of cream, and try low-fat or fat-free ricotta cheese as a substitute for cream cheese.

7 Limit added sugars

Flavored milks and yogurts, frozen yogurt, and puddings can contain a lot of added sugars. Get your nutrients from dairy foods with fewer or no added sugars.

8 Caffeinating?

If so, get your calcium along with your morning caffeine boost. Make or order coffee, a latte, or cappuccino with fat-free or low-fat milk.

9 Can't drink milk?

If you are lactose intolerant, try yogurt, lactose-free milk, or soy milk (soy beverage) to get your calcium. Calcium in some leafy greens is well absorbed, but eating several cups each day to meet calcium needs may be unrealistic.

10 Take care of yourself and your family

Parents who drink milk and eat dairy foods show their kids that it is important for their health. Dairy foods are important to build the growing bones of kids and teens and to maintain bone health in adulthood.

* What counts as a cup in the Dairy Group? 1 cup of milk, yogurt, or soy beverage; 1 1/2 ounces of natural cheese; or 2 ounces of processed cheese.

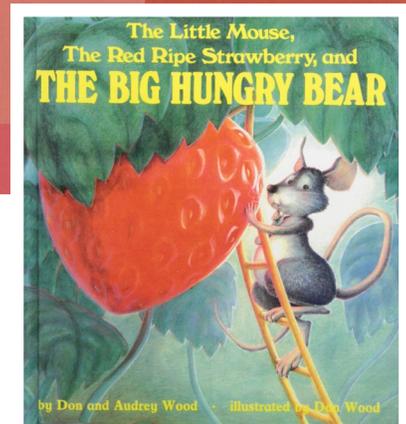
Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider, employer, and lender.

Go to ChooseMyPlate.gov
for more information.

Handout provided by:
EXTENSION **FOOD SENSE!**
UtahStateUniversity

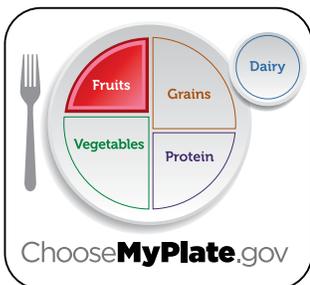
DG TipSheet No. 5
June 2011
Revised October 2016

Parent Handout



Fruits Lesson

The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear by Don Wood and Audrey Wood



NUTRITION Children will learn about the MyPlate Fruits group. They will learn about different fruits and why they are healthy for them.

PHYSICAL ACTIVITY Fruit Basket Dice Game

SNACK Strawberry Mice or Fruit Kabobs

LESSON OBJECTIVES

Children will be able to do the following

1. Identify several foods that are in the Fruit group.
2. State a nutrient that is found in most fruits.
3. State why that nutrient (vitamin C) is healthy for us.

LESSON ORDER

The lesson should be taught in this order

1. Introduce MyPlate Fruits group
2. Read a children’s story book
3. Talk about MyPlate Fruits group and nutrition
4. Play a physically active game
5. Make and enjoy a healthy snack

REQUIRED MATERIALS

- The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear book
- MyPlate Chart, Poster or Plate
- Large Inflatable Dice**
** Make sure to blow these up before the lesson.
- Fruit Basket activity cards printed, cut and folded
- Ingredients and Supplies for Strawberry Mice or Fruit Kabobs

IF DOING THE OPTIONAL ACTIVITY AT THE END OF THE LESSON

- **Cartoon shield picture printed and laminated**
*Image from Clipart.com. Downloaded with paid subscription 8/28/18.
- **Vitamin C shield picture printed and laminated**
*Shield image from Pixabay.com—royalty free images. Fruit images from Clipart.com—downloaded with paid subscription 8/28/2018.
- **Small bottles of bubbles**
2– if picking 2 volunteers or several if all children will be participating

BACKGROUND INFORMATION FOR THE INSTRUCTOR

Not to be taught as part of the lesson—this is for instructor only so he/she has background knowledge

Fruits Group: Focus on Whole Fruits

USDA's MyPlate encourages making half of your plate fruits and vegetables. Fruits and vegetables are low in calories (if not prepared with extra sugar, fat, etc.) and high in nutrients. Filling half of your plate with fruits and vegetables helps you get the recommended servings each day.

Any fruit or 100% fruit juice counts as part of the Fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

Whole fruit is recommended over juice. Fiber is found in the pulp of the fruit. When juice is made (either commercially or at home with a juicer), the pulp is usually removed. That means the fiber goes with it. Juice is high in calories compared to whole fruit.

When purchasing fruit juice make sure to read closely to see if it is 100% fruit juice. When purchasing canned fruits, look for fruits lower in sugar such as those that say "canned in 100% juice."

When consumed as part of an overall healthy diet, eating a diet rich in fruits and vegetables may: (1) reduce risk for heart disease, (2) protect against certain types of cancer, and (3) help lower intake of calories.

All fruits contain some amount of vitamin C and many fruits, especially citrus fruits such as oranges and grapefruit, are high in vitamin C. Vitamin C is needed for the growth and repair of tissues in all parts of your body. Vitamin C is an antioxidant. Antioxidants are substances that block some of the damage caused by free radicals. Free radicals are unstable molecules that are formed from natural bodily processes or from toxins in our environment. These unstable molecules can damage cells and may promote diseases such as cancer and cardiovascular disease. Vitamin C is water soluble which means the body cannot store it. It should be consumed daily.

Many Americans do not get enough potassium, which can help regulate blood pressure by counteracting the effects of sodium in the diet. It is

needed for muscle contraction and may promote bone health. Dried apricots, orange juice, and bananas are all excellent sources of potassium.

On average children preschool – 1st grade should be eating 1 - 1 1/2 cups of fruits each day.* According to the 2015-2020 Dietary Guidelines for Americans (DGAs), it is recommended that at least half of the daily fruit requirement be met as whole fruit rather than juice. For children, these guidelines are in accordance with the American Academy of Pediatrics recommendations for fruit juice consumption:

- Children ages 1-3 years should consume no more than 4 oz. of fruit juice per day.
- Children ages 4-6 years should consume no more than 4-6 oz. of fruit juice per day.

USDA MyPlate serving recommendations are based on age, estimated number of calories required, and daily physical activity level. Individual needs and recommendations vary. For specific guidelines go to <https://www.choosemyplate.gov>.

What counts as 1 cup in the Fruits food group?

1 cup of fruit is equal to the following: 1 cup sliced, cubed, or canned fruit; 1/2 cup dried fruit; 1 cup 100% fruit juice.

References

1. Heyman, M.B., & Abrams, S. A. (2017). Fruit juice in infants, children, and adolescents: Current recommendations. *Pediatrics*, 139(6). doi: 10.1542/peds.2017-0967
2. U.S. Department of Agriculture. (2018). Choosemyplate.gov. All about the fruit group. Retrieved from <https://www.choosemyplate.gov/fruit>.
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4. U.S. Department of Agriculture. (2015). Dietary Guidelines for Americans 2015-2020 eighth edition. Retrieved from https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf
5. U.S. Department of Health and Human Services. (2018). Potassium. Retrieved from <https://ods.od.nih.gov/factsheets/Potassium-Consumer/>
6. U.S. Department of Health and Human Services. (2016). Antioxidants: In Depth. Retrieved from <https://nccih.nih.gov/health/antioxidants/introduction.htm>

TEACHING THE LESSON

Begin by explaining you will read a book together, talk about MyPlate, make a healthy snack, and play a fun physically active game.

Sample Instructor Narrative

Instructor text is in blue

Today we are going to learn about the Fruits group. The Fruits group is part of MyPlate. (Show MyPlate chart, poster or plate.) Can you see where the Fruits group is on MyPlate?

We are going to read the book *The Little Mouse the Red Ripe Strawberry and the Big Hungry Bear* (show the book). While we are reading the book think about how it might related to the MyPlate Fruits group.

Tips for Reading to a Group of Children:

- Make sure to read the book yourself ahead of time so you are familiar with it.
- Sit in a chair or on the floor in the center. Ask children to sit around you in a semi-circle. Ask kids to “sit on their pockets”.
- Read the book holding it up.
- Hold book up high and slowly show it around the entire circle so all kids can see.
- Speak loudly with a clear voice – articulating voices for characters, etc when it applies.

Tips for Increasing Engagement While Reading the Book

- Ask the students if they like strawberries.
- Ask what MyPlate food group strawberries belong in.
- Ask what the students would do with the strawberry.
- Ask students to crouch down like a little mouse and then stand tall and wave their arms like a big, hungry bear.

AFTER READING THE BOOK

Hold up the MyPlate chart, poster or plate again. **This is MyPlate which helps us to know how to eat in a healthy way. It reminds us that we should eat food from each of the food groups each day. Foods are divided up into five different food groups: Grains, Vegetables, Fruits, Protein and Dairy.**

The book we read had a red ripe strawberry in it. How many of you like strawberries? What other fruits are your favorites? (Allow children to name a few.) **Fruits are good for us, aren't they? In fact, MyPlate recommends that we make half of our plate fruits and vegetables.** (Show myplate chart, poster or plate again.) **That means when you sit down to eat dinner with your family—half of this plate should be filled with fruits and vegetables! This is because these foods are full of nutrients that help us grow and stay healthy. One of the vitamins that is found in fruits is vitamin C. Can you hold your hand so it looks like a C? That will help us remember vitamin C!**

Now - raise your hand if you have ever fallen and skinned your knee or cut yourself on something sharp. I think we all have. Did you know the vitamin C that is found in the fruits we eat helps our wounds and cuts heal? Raise your hand if you have ever had a cold or the flu? Unfortunately, we probably all have suffered through it. Did you know that vitamin C can help fight infection and keep us healthy?

PHYSICAL ACTIVITY: FRUIT BASKET DICE GAME

Print and cut up Fruit Basket cards ahead of time. Blow up inflatable dice ahead of time. Fold cards and place them in a basket or bowl. Ask a child to come up and pull a card out and show the group the kind of fruit pictured. Ask children who likes the fruit shown. Then ask the child to turn the card around and show the physical activity. Ask two children to roll the dice. For example: the Fruit Basket card might say "jumping jacks." If the pair of dice was rolled to a six (one dice with a 1 and one dice with a 5) then the group will do 6 jumping jacks. Then – roll the dice again and pull a new activity card out of the fruit basket. NOTE: Some children may not be comfortable or able to do all of the physical activities. Encourage them to do what they can. For example, if a certain child isn't comfortable doing jumping jacks, encourage them to wave their arms and keep their feet on the ground.

Alternate Game: Orange, Orange, Grapefruit

Ask children to sit in a circle. One person will be selected to start the game as "it." "It" will walk around the circle. Touching each person's head, "it" will say, orange, orange, orange until "it" randomly picks someone and says grapefruit. That person must stand up and run after "it". If that person is able to tag "it," then "it" has to go around the circle again. If "it" reaches the

HEALTHY SNACK

NOTE ABOUT FOOD ALLERGIES: Check with parents before any snacks are served to see if there are any food allergies. If a snack has an ingredient known to be a common allergen, such as peanut butter, make sure to have an alternative such as a low fat ranch dip.

INSTRUCTOR NOTE: Please instruct children to wash hands prior to eating. NEA should wear disposable gloves when preparing food.

STRAWBERRY MICE

Ingredients

- Strawberries (1 for each child)
- Mini Chocolate Chips
- Licorice whips
- Almond slices

Instructions

Put on food prep gloves. Rinse strawberries. Cut off top with leaves. Slice bottom off slightly (so the mouse will sit). Cut licorice whip to a size that is about 2 times the length of the strawberry. Place licorice in the back of strawberry. Add mini chocolate chips for the eyes and nose. Stick two almond slices on top for ears.

Chocolate chips and licorice are "sometimes" foods - but they are ok to eat in moderation. Only small amounts are used in the recipe.

**If there are tree nut allergies (or if the school is nut free), use tiny pieces of string cheese in place of the almond slices (prep prior to class).*



Alternative recipe idea

FRUIT KABOBS

Ingredients

- Different fresh fruit (for example: blueberries, strawberries, pineapple, honeydew, cantaloupe)
- *Cocktail straws or coffee stirrers (thin plastic straws) or wooden skewers
- Small heart cookie cutter (optional)

Instructions

Put on food prep gloves. Wash, hull and cut fruit into large size pieces. If in season, cut cantaloupe and/or honeydew into 1-inch rounds. Use small cookie cutter to make hearts or other shapes.

After children wash their hands, encourage them to string fruit carefully on the skewer or straw to make a fruit kabob. Ask parents to help children.

**Coffee stirrers are more appropriate for young children.*

WHILE ENJOYING THE SNACK REVIEW THE LESSON

Ask children:

- 1 Show MyPlate chart, poster or plate. **Do you remember how much your plate should be fruits and vegetables?** (Allow children to guess answers.) **Yes— half of your plate should be fruits and vegetables.**
- 2 **Why do you think we should make half our plate full of fruits and vegetables?** (Allow children to guess answers.) **They are especially healthy for us—so it is important to eat a lot of them each day.**
- 3 **Hold your hand so it makes the letter C. Do you remember what vitamin is found in fruits? That's right! Vitamin C. Vitamin C helps our wounds and cuts heal and also helps us stay healthy and fight infection.**

OTHER BOOKS CHILDREN MIGHT ENJOY

- **The Fruit Bowl** by Dianne Warren
- **Blueberries for Sal** by Robert McCloskey
- **Apples, Cherries, Red Raspberries** by Brian Cleary
- **A Fruit Is a Suitcase for Seeds** by Jean Richards
- **Orange Pear Apple Bear** by Emily Gravett
- **Apples For Everyone** by Jill Esbaum

OPTIONAL ACTIVITY (IF TIME ALLOWS)

(Show the picture of the cartoon with knight holding a shield and point to the shield). **Speaking of keeping us healthy, does anyone one know what this is called?** (Point to the shield— you may need to tell children - not the whole picture, but what he is holding.) **It's something knights used in medieval times, hundreds of years ago. You might have seen one in a cartoon or movie.** (Let the kids respond—a shield.) **Does anyone know what a shield does?** (Let the kids respond or answer if no one volunteers.) **It protects knights (or people) from their enemies and keeps their body safe.** Show the vitamin C shield. **I have another picture of a shield here. This shield is a little different. We are going to pretend that it is made of fruits that have vitamin C. Who can name these fruits?** (Let the kids respond—kiwi, strawberries, and oranges.) **That's right! And as we just learned these fruits contain vitamin C. Hold up your hand and show me your letter C. And just like a shield, vitamin C works to keep us healthy and protect us from getting sick. I need two volunteers to come forward.** * (Hold up the vitamin C shield.) **Volunteers please take the bubbles and blow them toward me and my shield. We are going to pretend that these bubbles are germs and I am going to keep my body healthy with my vitamin C shield!**

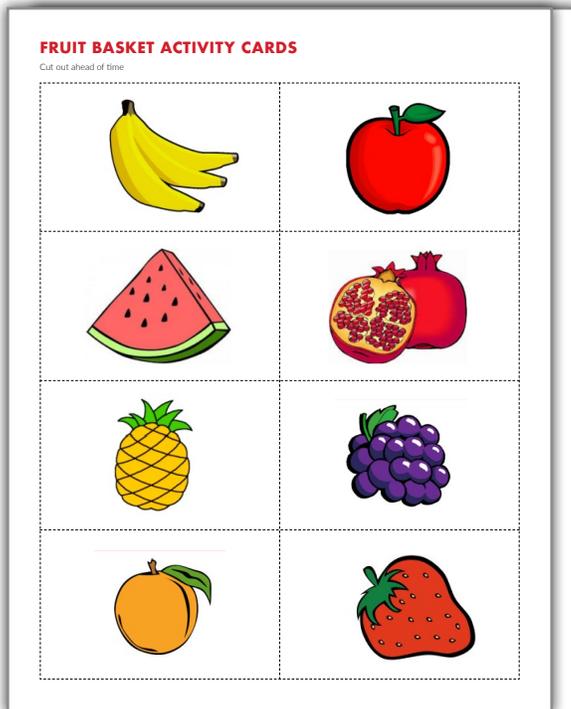
**If you have more time and are in a space that works for it - you may want to give each child bubbles to blow at the shield while you hold it up.*

Activity adapted from the following source:

Iowa Department of Public Health (n.d.) Nutrition Education Lesson (TL-K-3). Retrieved from <https://idph.iowa.gov/Portals/1/Files/INN/TL-K-3.pdf>

LESSON MATERIALS

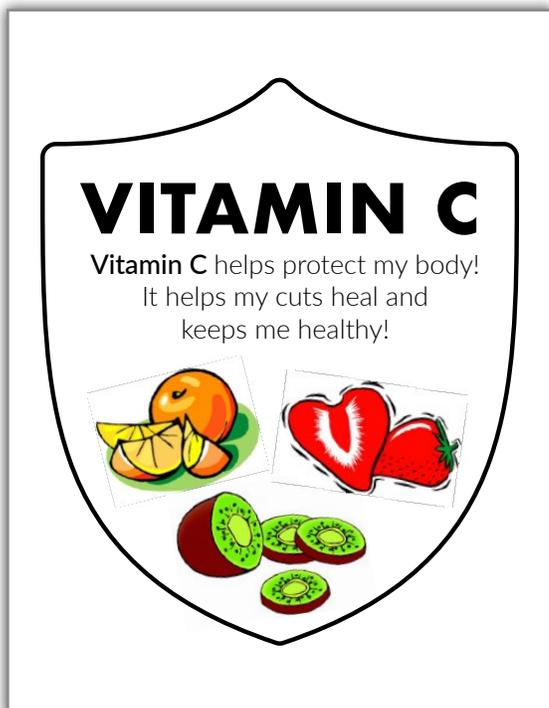
To download and print these materials, visit FoodFunReading.usu.edu.



Physical Activity Cards



Knight Image



Vitamin C Shield

LESSON HANDOUTS

To download and print these handouts, visit FoodFunReading.usu.edu.

Food Fun & Reading
Fruits Lesson

Recipes to try at home

STRAWBERRY MICE

Ingredients

- Strawberries (1 for each child)
- Mini Chocolate Chips
- Licorice whips
- Almond slices

Instructions

Rinse strawberries. Cut off top with leaves. Slice bottom off slightly (so the mouse will sit). Cut licorice whip to a size that is about 2 times the length of the strawberry. Place licorice in the back of strawberry. Add mini chocolate chips for the eyes and nose. Stick two almond slices on top for ears.

Chocolate chips and licorice are "sometimes" foods - but they are ok to eat in moderation. Only small amounts are used in the recipe.

PEACH MANGO FRUIT LEATHER
Yield: 8-10 servings

Ingredients

- 2 ripe medium sized peaches, pitted
- 1 ripe mango, pitted and pitted
- 1 Tablespoon honey

Instructions

Preheat oven to 200 degrees F. Wash and remove pits from peaches and mango. Peel mango and peaches if desired. Place fruit and honey in a blender or food processor and puree until smooth. Line a baking sheet with a sheet of parchment paper. Pour fruit mixture onto baking sheet and spread flat until 1/8 inch or desired thickness. Bake for 2 1/2-4 hours or until dry and tacky, but not sticky, to the touch. Cool completely and cut into strips and roll.

*Cooking times may vary depending on roll thickness and juiciness of the fruit.

Image by Two Peas & Their Pod. Retrieved from <https://www.thetwopos.com/recipes/fruit-leather/>. Reprinted with permission.

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Food Fun & Reading
Fruits Lesson

Take Home Activity Sheet

Color these yummy fruits and then cut the page out to make a puzzle!

Fruits have important nutrients like vitamins A and C. Vitamin C helps you heal and can help prevent you from getting sick. Vitamin A helps keep your skin and eyes healthy.

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Take Home Activity Sheet

Recipes Handout

Food Fun & Reading

FRUITS LESSON

Dear Parent,

Your child attended a Food, Fun, & Reading lesson today. Food, Fun, & Reading gets children excited about trying nutritious foods through reading and fun activities. Each lesson focuses on a different USDA MyPlate food group. Today, your child learned about the Fruit group. Please see the attached handouts for more information including MyPlate tips for parents, a kid's activity sheet, and kid-friendly recipes to try at home.

USDA's MyPlate recommends that children ages 3-7 eat 1 - 1 1/2 cups of fruit per day depending on their age and calorie needs. Visit www.choosemyplate.gov for specific recommendations. MyPlate is a visual tool that you can use to plan your child's meals. Imagine drawing a line down the center of your child's plate. MyPlate recommends that one-half of the plate be fruits and vegetables. As your child learned today, fruits contain many important nutrients. Research consistently shows that eating a diet rich in fruits and vegetables has long-term health benefits such as reduced risks of developing chronic diseases; therefore, it is important to help children establish healthy habits early on in life.

Fruits come in many forms. They may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. 100% fruit juice also counts as a fruit. Here are some tips to help your child eat more fruits.

- Top whole-grain cereal or pancakes with fruit instead of syrup. Or, add bananas or blueberries to pancake mix.
- Make a smoothie by blending yogurt, berries and/or bananas, and ice in a blender.
- Dip fruit skewers into yogurt dip (mix low-fat yogurt with a small amount of honey and cinnamon).
- Sliced, fresh fruit or canned fruit makes a great grab-and-go snack. If choosing canned fruit, look for fruit that is canned in 100% juice.
- Make fruit fun! Try fruit creations such as fruit kabobs or palm trees with a banana as the base and kiwi slices as the leaves.

What if my child prefers fruit juice over fruit? The American Academy of Pediatrics recommends that parents set the following limits for fruit juice consumption (100% fruit juice):

- Children ages 1-3 years should drink no more than 1/2 cup (4 fl. oz.) of fruit juice per day; and
- Children ages 4-6 years should drink no more than 1/4 cup (4-6 fl. oz.) of fruit juice per day.

There are several reasons to choose whole fruits over 100% fruit juice most of the time. Whole fruits contain fiber, but most of the fiber is removed when juice is made. Fiber is important to prevent constipation in children. In addition, juice is not as filling as whole fruit so children may consume more energy than their bodies need if they drink juice throughout day.

Sincerely,
The Food Sense Team

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Parent Letter

Food Fun & Reading

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10 tips Nutrition Education Series

MyPlate MyWins

Focus on fruits

Eating fruit provides health benefits. People who eat more vegetables and fruits as part of an overall healthy eating style are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate. Focus on whole fruits—fresh, canned, frozen, or dried—instead of juice. The sugar naturally found in fruit does not count as added sugar.

1 Keep visible reminders
Keep a bowl of whole fruit on the table, counter, or in the refrigerator.

2 Experiment with flavor
Buy fresh fruits in season when they may be less expensive and at their peak flavor. Use fruits to sweeten a recipe instead of adding sugar.

3 Think about variety
Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4 Don't forget the fiber
Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.

5 Include fruit at breakfast
At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.

6 Try fruit at lunch
At lunch, pack a tangerine, banana, or grapes to eat or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy to carry and convenient for lunch.

7 Enjoy fruit at dinner, too
At dinner, add crushed pineapple to coleslaw or include orange sections, dried cranberries, or grapes in a tossed salad. Try fruit salsa on top of fish.

8 Snack on fruits
Fruits make great snacks. Try dried fruits mixed with nuts or whole fruits like apples. They are easy to carry and store well.

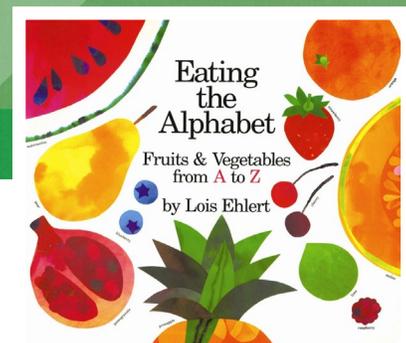
9 Be a good role model!
Set a good example for children by eating fruit every day with meals or as snacks.

10 Keep fruits safe
Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.

Handout provided by: **EXTENSION FOOD SENSE!** UtahStateUniversity

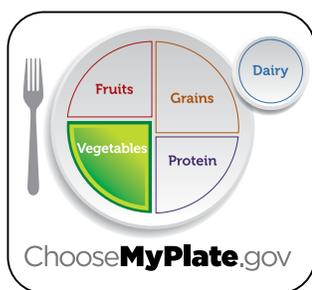
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Go to ChooseMyPlate.gov for more information.
DG TipSheet No. 3
June 2011
Revised October 2016

Parent Handout



Vegetables Lesson

Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert



NUTRITION Children will learn about the MyPlate Vegetables group and learn about “eating a rainbow” of fruits and vegetables.

PHYSICAL ACTIVITY “Reggie Veggie Says” Game

SNACK Veggie Creatures OR Veggie Taste Test

LESSON OBJECTIVES

Children will be able to do the following

1. Name some foods in the vegetables group.
2. Identify a major nutrient in vegetables (vitamin A or C).
3. Name some types of physical activity that are good for us.

LESSON ORDER

The lesson should be taught in this order

1. Introduce MyPlate Vegetables group
2. Read a children’s story book
3. Talk about MyPlate Vegetables group and nutrition
4. Play a physically active game
5. Make and enjoy a healthy snack

REQUIRED MATERIALS

- Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert book
- MyPlate chart, poster or plate
- Eat a Rainbow of Vegetables Poster
From kit– laminated
- Rainbow Color Posters (red, orange, yellow, green and purple)
From kit– laminated
- Ingredients for Veggie Creatures
OR Veggie Taste Test
- “Reggie Veggie Says” statements
Written in this lesson
- “Reggie Veggie” laminated poster
From kit
- Plastic eyeball
From kit

BACKGROUND INFORMATION FOR THE INSTRUCTOR

Not to be taught as part of the lesson—this is for instructor only so he/she has background knowledge

Vegetables Group: Color Your Plate with Great-Tasting Veggies

USDA’s MyPlate encourages making half your plate fruits and vegetables.

Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated. 100% vegetable juice is also in the vegetables group.

According to the 2015-2020 Dietary Guidelines for Americans (DGAs), vegetables are categorized into subgroups: 1) dark-green vegetables, 2) red and orange vegetables, 3) beans and peas, 4) starchy vegetables, and 5) other vegetables. It is important to get a variety of vegetables from all subgroups. They all have different amounts of vitamins and minerals. Because they are especially high in nutrients, try eating more dark-green, red, and orange vegetables. In fact, variety is so important that the 2015-2020 DGAs includes weekly targets for amounts to eat from each vegetable subgroup in addition to overall recommendations for daily vegetable intake.

People who eat vegetables as part of a healthy daily diet may have a reduced risk of a variety of chronic diseases. Vegetables are an important part of healthy eating because they provide many nutrients, including potassium, fiber, folate, and vitamins A, E and C.

On average children preschool – 1st grade (3-7 years old) should be eating 1 ½ - 2 cups of vegetables each day.* This recommendation is for total amount of vegetables consumed in a day (from all vegetable sub-groups).

**MyPlate serving recommendations are based on age, estimated number of calories required, and daily physical activity level. Individual needs and recommendations vary. For specific guidelines go to www.choosemyplate.gov*

What counts as 1 cup in the Vegetable foods group?

For the most part, determining what counts toward daily requirements of vegetables is more straight forward than other food groups (i.e., grains and proteins); however, there is an exception for raw, leafy green vegetables.

1 cup of vegetables = 1 cup of raw or cooked vegetables (i.e., cooked carrots, raw baby carrots, cooked spinach); 1 cup of vegetable juice, 1 medium potato or sweet potato; 2 cups of leafy, green vegetables (i.e., raw spinach or Romaine lettuce). If you don’t have measuring cup nearby, you can estimate the following portion sizes by picturing these items:

1 cup = about the size of a baseball **1/2 cup** = about the size of a standard light bulb

References

1. U.S. Department of Agriculture. (2018, January). Choosemyplate.gov. All about the vegetables group. Retrieved from <https://www.choosemyplate.gov/vegetables>
2. U.S. Department of Agriculture. (2016, January). Choosemyplate.gov. Vegetables: Nutrients and health benefits. <https://www.choosemyplate.gov/vegetables-nutrients-health>
3. U.S. Department of Agriculture. (2015). Dietary Guidelines for Americans 2015-2020 eighth edition. Retrieved from <https://health.gov/dietaryguidelines/2015/guidelines/>
4. WebMD. (2013, January). The WebMD portion size plate. Retrieved from <http://www.webmd.com/diet/healthtool-portion-size-plate>

TEACHING THE LESSON

Begin explaining you will read a book together, talk about MyPlate, play a fun physically active game and enjoy a healthy snack.

Sample Instructor Narrative

Instructor text is in blue

Today we are going to learn about the Vegetables group. The Vegetables group is part of MyPlate. (Show My Plate chart, poster or plate). Can you see where the Vegetable group is on MyPlate? We are going to learn about some yummy and different vegetables as well as fruits in this fun book “Eating the Alphabet: Fruits and Vegetables from A to Z” by Lois Ehlert. (Show the book.) As we read the book, see if you can think about what the story has to do with the MyPlate Vegetables group.

Tips for Reading to a Group of Children:

- Read the book ahead of time so you are familiar with it.
- Sit in a chair or on the floor in the center. Ask children to sit around you in a semi-circle. Ask kids to “sit on their pockets.”
- Hold book up high and slowly show it around the entire circle so all kids can see.
- Speak loudly with a clear voice – articulating voices for characters, etc., when it applies.

Tips for Increasing Engagement While Reading the Book

- Since the book is so large you may want to consider only reading the first 10 letters or so. Explain that the other letters also have yummy fruits and vegetables but you won’t be reading about them today.
- If kids are losing interest you can quickly go through some of the letters. For example - say some-thing like “the next letters in the alphabet are Q,R,S,T” - flip through those pages quickly and then go back to spending more time on the rest of the pages.
- As you read some of the letters encourage kids to pick a vegetable on the page and pretend to eat it.

AFTER READING THE BOOK

Sample teacher narrative

Hold up the MyPlate poster or plate again. Remember how we looked at MyPlate before? It helps us to know how to eat in a healthy way. It reminds us to eat food from each of the food groups each day. Foods are divided up into five different food groups: Grains, Vegetables, Fruits, Protein and Dairy.

Which group are we talking about today? (Allow children to say vegetables.) That’s right! Do you remember all the different colors of fruits and vegetables in the book? Did you know that you should try to “eat the rainbow” when eating fruits and vegetables? (Show poster of rainbow.) What do you think that means? Vegetables come in all different colors- and the different colors help us stay healthy in different ways- that’s why it is important we eat all the colors. Let’s see if we can come up with some vegetables that are different colors. The top row of the rainbow is red—see? (Show poster of rainbow again.) Show poster of red tomato. Tomatoes are red and they are a vegetable. What other vegetables are red? (A list of red vegetables is on the back of the poster to help you lead the discussion.) Continue on through the colors of rainbows showing the different color cards.

Many vegetables, especially the orange and dark leafy green vegetables we just named, are high in vitamin A. Can you guess which part of the body vitamin A is especially good for? (Show the plastic eye to the group.) Everyone point at your eyes. Now point to the skin on your arms. That’s right! Vitamin A helps you to see well and keeps your skin healthy.

Would you like to play a fun game now? Everyone stand up and face the front of the room. We are going to play “Reggie Veggie Says”!

PHYSICAL ACTIVITY: REGGIE VEGGIE SAYS...

Show the laminated poster of “Reggie Veggie Says” (from kit) and explain the game. This game is played like Simon Says with a twist- each motion is related to food. Instructor starts by asking everyone to stand up and face forward. Explain that you will be playing “Reggie Veggie Says”. Just like Simon Says- if the instructor doesn’t say “Reggie Veggie Says” before an activity- anyone who does the activity gets a point against them. Optional: Once someone has three points they are out. (For younger children—3-4 years old— play the game without keeping track of points.)

Reggie Veggie Says...

1. Reggie Veggie Says: Spin like salad!

Move body back and forth like a salad getting the water spun out – similar to twist.

Note to instructor: If you create new reggie veggie motions and want to share them please e:mail darlene.christensen@usu.edu.

2. Twist the top off a bottle of pop

Move hand like twisting off top.

Oops - did you move? Reggie Veggie didn't say so. Do you know why? Because pop isn't healthy for you and is a "sometimes food" Sometimes foods are ok to enjoy but not every day.

3. Reggie Veggie Says: Pick some carrots... 5 times!

Bend down to floor and pull up, then stand back up. Count off together!

4. Rip open some potato chips

Put hands together like ripping open bag.

Oops - did you move? Reggie Veggie didn't say so. Do you know why? Potato chips have a lot of calories and not much nutrition.

5. Reggie Veggie Says: Peel the cucumber...5 times

Hold left hand as if holding a cucumber and “peel” away toward the front.

6. Reggie Veggie Says: Jump up and pick the corn...10 times.

Jump up and reach upward and pretend to pick the corn. Count off together!

7. Reggie Veggie Says: Reach up high to pick the apples off the tree...5 times.

Reach upward and pretend to pick the apples. Count off together.

8. Reach for the TV remote

Reach hand over like picking up a TV remote.

Oops - did you move? Reggie Veggie didn't say so. Do you know why? It is ok to watch tv sometimes- but it is much better to get active and play games like the one we are playing right now!

9. Reggie Veggie Says: Dig up those potatoes...5 times.

Squat and reach down like you are using a shovel to dig. Count off together!

10. Reggie Veggie Says: Move like tomato plants in the garden blowing in the wind.

Twist, turn, and sway like the wind is blowing you around.

Alternative Activity - Red Light- Green Light

Line kids up across room. Explain you will be saying names of foods. If the food is in the vegetable group the children should step forward. If it is in another food group kids should stand still.

HEALTHY SNACK

NOTE ABOUT FOOD ALLERGIES: Check with parents before any snacks are served to see if there are any food allergies. If a snack has an ingredient known to be a common allergen such as peanut butter - make sure to have an alternative such as a low fat ranch dip.

INSTRUCTOR NOTE: Please instruct children to wash hands prior to eating. NEA should wear disposable gloves when preparing food.

VEGGIE CREATURES

Instructions

You can get a little more creative than the plain old ants on a log.

Here are some options:

(Put on food prep gloves prior to preparing.)



Caterpillars: Cut slices of cucumber and zucchini and stand them up in veggie dip or peanut butter* inside a slice of celery. Cut up chives or break up pretzels for the antennas of the cater-pillars. For eyes cut up a raisin into smaller pieces or use mini chocolate chips. *If using peanut butter ALWAYS ask about food allergies ahead of time. Sunflower butter can be a good option when there is concern about peanut/tree allergies. It is more expensive, however.

Snakes: Cut string cheese into 1 inch sections. Break toothpicks in half. Spear cheese at an angle and add cherry tomato. Continue adding at an angle until snake is as long as you want. Cut small tongue out of slice of cheese. Cut slice at bottom of first tomato. Insert cheese tongue. Insert whole cloves for eyes. IMPORTANT- Make sure children know they should not eat the clove eyes.

Butterfly: Place a line of peas in a row on a plate. Cut baby carrots in half. Place two on each side of peas to make wings for a butterfly. Add whole grain cereal that is round or oval shaped at the top for eyes.

Be creative! Ask kids to use the ingredients given to create their own creature. Have kids show their creature and give it a name before they eat it if there is enough time.

Choking caution: *If using toothpicks or parts of toothpicks, watch closely for choking hazard. If working with younger children try to avoid toothpicks completely.*

Alternative recipe idea

VEGGIE TASTE TEST

Serves 8

Buy a selection of vegetables that kids may not have tried before such as jicama, small sweet peppers, and sugar snap peas. Put on food prep gloves. Cut the vegetables up into bite size pieces. Show what a vegetable like jicama looks like before it is peeled and cut. You may want to bring a low fat ranch dip for kids to eat with the veggie taste test or make veggie dip (recipe to the right).

VEGGIE DIP

Ingredients

- 1 1/2 cups Greek plain yogurt
- 3/4 cup light mayonnaise
- 1 Tbsp dried minced onion
- 2 tsp garlic salt
- 1 tsp dill weed
- 1 tsp dried parsley flakes

Instructions

Mix everything together thoroughly. Refrigerate covered for at least 1 hour so flavors mix.

WHILE ENJOYING THE SNACK REVIEW THE LESSON

Ask children:

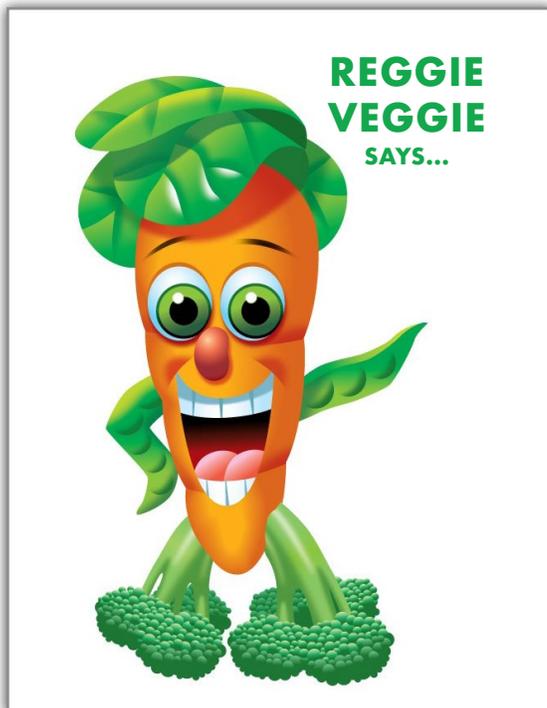
- 1 What are some of your favorite vegetables? Were they in the book?
- 2 How do you like to eat them- raw or cooked?
- 3 Why do you think vegetables are so good for you? (Remind children vegetables have a lot of nutrients in them to help make us healthy. Ask them if they remember which vitamin is often found in vegetables. Remind them vitamin A. Ask which parts of the body does vitamin A help? (Show plastic eyeball. Point to your eyes and skin.)

OTHER BOOKS CHILDREN MIGHT ENJOY

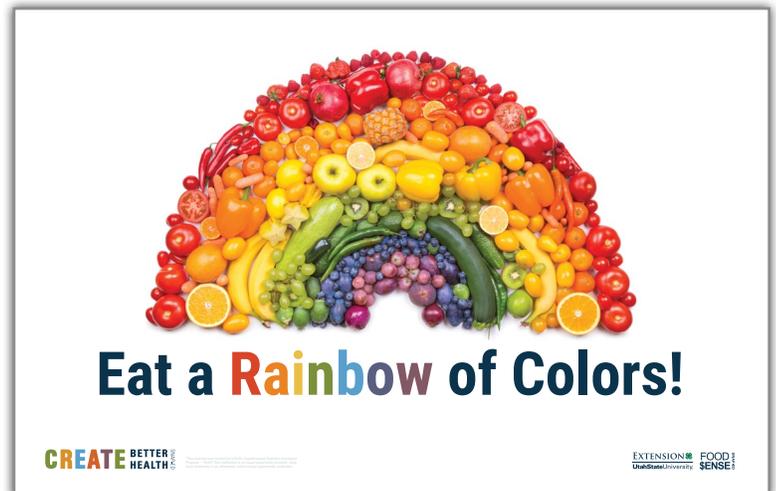
- **The Vegetables We Eat** by Gail Gibbons
- **Blue Potatoes, Orange Tomatoes** by Rosalind Wiseman
- **The Gigantic Sweet Potato** by Diane de Las Casas
- **The ABC's of Fruits and Vegetables** by Steve Charney
- **Growing Vegetable Soup** by Lois Ehlert
- **Eating the Alphabet** by Lois Ehlert
- **Tops and Bottoms** by Janet Stevens
- **Little Pea** by Amy Krouse Rosenthal
- **Monsters Don't Eat Broccoli** by Barbara Jean Hicks
- **Vegetable Alphabet Book** by Jerry Pallotta

LESSON MATERIALS

To download and print these materials, visit FoodFunReading.usu.edu.



Reggie Veggie Image



Chicken Dance Steps Poster



Carrots Poster



Cauliflower Poster



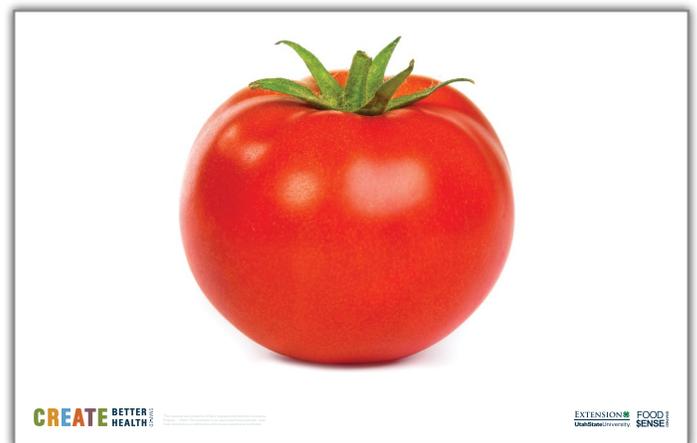
Corn Poster



Eggplant Poster



Peas Poster



Tomato Poster

LESSON HANDOUTS

To download and print these handouts, visit FoodFunReading.usu.edu.

Vegetables Lesson
Recipes to try at home

VEGGIE CREATURES

Makes 1 veggie creature

Ingredients

- 1 slice fat cheese
- 1 whole clove
- String cheese (1 for each child)
- Toothpicks

Instructions

Snakes: Cut string cheese into 1 inch sections. Break toothpicks in half. Spear cheese at an angle and add cherry tomato. Continue adding at an angle until snake is as long as desired. Cut small tongue out of a slice of cheese. Cut slice at bottom of first tomato. Insert cheese tongue. Insert whole clove for eyes. **IMPORTANT:** Make sure children know not to eat the whole clove.

Another idea: Butterfly: Place a line of peas in a row on a plate. Cut baby carrots in half. Place two on each side of peas as wings. Add whole grain cereal that is round or oval shaped at the top for eyes.

Use your imagination with the ingredients you have to see what creature you can make!

BUTTERNUT SQUASH ALFREDO

Serves 8

Ingredients

- 1 cup butternut squash, cubed
- 3 cups broccoli florets, cut into bite-size pieces
- 1 Tbsp. olive oil
- 1/4 cup butter, unsalted
- 2 cloves garlic, minced
- 2 cups 1% milk
- 1/4 tsp. nutmeg
- 1/2 cup Parmesan cheese, shredded
- 12 ounces whole grain pasta

Instructions

1. Preheat oven to 400 degrees. Cut butternut squash into 1 inch cubes and place them and broccoli florets on a cookie sheet. Drizzle with olive oil and salt and pepper. Bake for 20 minutes.
2. While your veggies bake, cook pasta and drain water.
3. In large pan over medium-high heat, add butter and garlic. Let butter melt. Add flour and whisk in until smooth. Cook for 2 minutes and then add milk and bring to a boil, stirring occasionally. Add nutmeg and cheese and stir until smooth.
4. In a blender, add milk mixture and cooked butternut squash. Blend until smooth. Pour over cooked pasta and stir until coated. Add broccoli and serve!

Recipe by: Lucy Early. Reprinted with permission from http://www.superhealthylife.com/butternut-squash-alfredo/

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

Eat a Rainbow of Fruits and Vegetables
Take Home Activity Sheet

Red

Strawberries, apples, cherries, bell peppers, raspberries, watermelon, tomatoes and rhubarb

Yellow

Lemons, lemons, pears, squash and pineapples

Green

Peas, apples, cucumbers, broccoli, pears and asparagus

Blue

Blueberries and grapes

Purple

Grapes, eggplants, turnips and plums

Green

Lettuce, cabbage, spinach and zucchini

Orange

Yams, sweet potatoes, oranges, peaches, pumpkins, carrots and bell peppers

Red

Onions, pomegranates, chili peppers, cherry tomatoes, cabbage, grapes, beets, grapefruit and cranberries

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Take Home Activity Sheet

Recipes Handout

VEGETABLES LESSON

Dear Parent,

Your child attended a Food, Fun, & Reading lesson today. Food, Fun, & Reading gets children excited about trying nutritious foods through reading and fun activities. Each lesson focuses on a different USDA MyPlate food group. Today, your child learned about "eating a rainbow" of vegetables in the Vegetable Group. Please see the attached handouts for more information including MyPlate tips for parents, a kid's activity sheet, and kid-friendly recipes to try at home.

USDA's MyPlate recommends that children ages 3-7 eat 1 - 2 cups of vegetables per day depending on their age and calorie needs. Visit www.choosemyplate.gov for specific recommendations. MyPlate is a visual tool that you can use to plan your child's meals. Imagine drawing a line down the center of your child's plate. MyPlate recommends that one-half of the plate be fruits and vegetables. As your child learned today, vegetables of different colors contain different nutrients. Therefore, MyPlate recommends eating a variety of different types of vegetables each week to get more nutrients. This includes dark-green vegetables (i.e., spinach and broccoli), red-orange vegetables (i.e., sweet potatoes and carrots), starchy vegetables (i.e., white potatoes and corn), beans and peas (i.e., black beans and black-eyed peas), and other vegetables (i.e., green beans and mushrooms).

But what if your child is reluctant to try new vegetables? Young children may hesitate to try vegetables because they often have a bitter, stronger flavor than other foods. However, if offered these foods repeatedly, many children will begin to like the taste. **Here are some tips to encourage your child to try a variety of foods:**

- Introduce new vegetables to your child by pairing them with familiar, favorite foods. Research indicates that children who have the opportunity to try more fruits and vegetables at a young age are more likely to eat them as they get older.
- Try, try, and try again. Many children do not like a new food on the first, second, or even third try. Studies show that it may take 10 to 16 times of offering a new food before a child likes it!
- Model healthy eating. Children learn by observing. If they see mom, dad, or older sister or brother enjoying their green beans, they are more likely to try them and enjoy eating them.
- Make meal times positive and fun, rather than stressful. Offer foods in a relaxed, non-forceful way and try to not react negatively if your child does not like them.
- Get children excited about vegetables! Try reading stories that feature vegetables or making a game out of naming fruits and vegetables that are a certain color.
- Involve your child in food selection and age-appropriate food preparation. Ask them to choose a new vegetable for a salad or soup at the grocery store. Young children can help with tasks such as tearing lettuce, washing fruits and vegetables, and mashing potatoes.

Sincerely,
The Food Sense Team

REFERENCES

Getz, L. (2009). No peas for me! - Helping parents combat kids' picky eating behavior. Today's Dietitian, 11 (9), 40-46.

Savage, J. S., Fisher, J. O., & Birch, L. L. (2007). Parental influence on eating behavior: Conception to adolescence. The Journal of Law, Medicine & Ethics - A Journal of the American Society of Law, Medicine & Ethics, 35(1), 22-34. <http://doi.org/10.1111/j.1748-7200.2007.00111.x>

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Parent Letter

United States Department of Agriculture

10 tips
Nutrition
Education Series

Based on the
Dietary
Guidelines
for Americans

Add more vegetables to your day

It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your day, try them as snacks and add them to your meals.

1 Discover fast ways to cook
Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or bok choy in a bowl with a small amount of water in the microwave for a quick side dish.

6 Make your garden salad glow with color
Brighten your salad by using colorful vegetables such as black beans or avocados, sliced red bell peppers or onions, shredded radishes or carrots, and chopped red cabbage or watercress. Your salad will not only look good but taste good, too.

2 Be ahead of the game
Cut up a batch of bell peppers, cauliflower, or broccoli. Pre-package them to use when time is limited. Enjoy them in a casserole, stir-fry, or as a snack with hummus.

7 Sip on some vegetable soup
Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups. Make your own soups with a low-sodium broth and your favorite vegetables.

3 Choose vegetables rich in color
Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but are good for you, too.

8 While you're out
If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or a side salad instead of the typical fried side dish. Ask for toppings and dressings on the side.

4 Check the freezer aisle
Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen vegetables, such as corn, peas, edamame, or spinach, to your favorite dish. Look for frozen vegetables without added sauces, gravies, butter, or cream.

9 Savor the flavor of seasonal vegetables
Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best in-season buys. Or visit your local farmers market.

5 Stock up on veggies
Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as "reduced sodium," "low sodium," or "no salt added."

10 Vary your veggies
Choose a new vegetable that you've never tried before. Find recipes online at WhatIsCooking.fns.usda.gov.

Handout provided by: EXTENSION FOOD SENSE!

Center for Nutrition Policy and Promotion
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Go to ChooseMyPlate.gov for more information.

DOG TipSheet No. 2
June 2011
Revised October 2016

Parent Handout



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