

Lesson 8: Foods That Grow

TEKS: Prekindergarten

Language and Communication Domain:

II.D.1 Child uses a wide variety of words to label and describe people places, things and actions.

Reading Domain:

III.D.4 Child will make inferences and predictions about text.

Writing Domain:

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

Math Domain:

V.D.1 Child recognizes and compares heights or lengths of objects.

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
(Classification/Patterns)

Social Studies Domain:

VII.A.3 Child connects their life to events, time, and routines.

Science Domain:

VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.

Physical Development Domain:

IX.A.2 Child coordinates sequence of movements to perform tasks.

Objectives:

- Students will discuss the benefits of eating whole foods versus processed foods.
- Students will be able to identify where vegetables and fruits come from.

Activities:

1. Introduce the Video (5 minutes) – *The Foods that Grow* video and discussion.
2. Shared Reading (15 minutes) – Explore a book, The Vegetables We Eat, that introduces vegetables and fruits. (Author: Gail Gibbons)
3. Whole Food versus Processed Food (20 minutes) – Class discussion, exploration of familiar foods and where they come from.
4. My Favorite Healthy Food (15 minutes) – Students illustrate a favorite healthy food.

5. Musical Chairs (10 minutes) - Students will play musical chairs and will identify if the foods are whole or processed foods.
6. Points to Ponder (5 minutes) – Options for further discussion.
7. Extension Activities (5-20 minutes) - Further exploration of concept.
8. Family Activity (20 minutes) – Family activity to be done at home and reported about at school.

Materials:

Introduction- Video: *Foods That Grow*, chart tablet, markers

Shared Reading: [The Vegetables We Eat](#) by Gail Gibbons

Whole Foods versus Processed Foods: pretend foods (whole and processed), laminated photos of foods (whole and processed)

My Favorite Healthy Food: white construction paper, pencils, crayons, stapler

Musical Chairs: play food pieces (6 whole, 5 processed), 2 large bowls (each labeled: Whole Food or Processed Food); CD player and children's music; ten chairs

Extension Activities:

Potato Connection: bag of assorted potatoes (whole and in half), chart tablet, markers, pencils, magnifying glasses, trays

Peas in a Pod: fresh pea pods, bowl

If I Could Be a Healthy Food: white paper, pencils, crayons, markers, masking tape

Seeds in a Jar: paper, pencils, clear medium to large size plastic jar, paper towels, three different kinds of seeds – bean, pea, sunflower, etc.

Growing a Potato: potato, clear plastic jar, water, toothpicks, rulers, paper, pencil

Family Activity (Whole Food versus Processed Foods): colorful grocery ads, scissors, construction paper, glue

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, you might ask students to CREATE a way to show the life cycle of a carrot (Bloom). Alternatively, for a naturalistic style of learner (Gardner), you might suggest the student plant seeds for a class garden.

Did You Know?

China grows more watermelons than any other country in the world.¹

Watermelon is a fruit; it is also a relative of the squash, pumpkin, and cucumber.

¹<http://www.yara.us/agriculture/crops/melon/key-facts/world-production/>

Brain Builder Vocabulary:

benefit

whole foods

processed foods
choice
edible

Other Resources:

Monsters Don't Eat Broccoli by Barbara Jean Hicks

Life Cycle of a Bean by Linda Gagliaferro

Life Cycle of an Apple Tree by Linda Gagliaferro

Tops and Bottoms by Janet Stevens

Stems and Roots by David M. Schwartz

Foods That Grow Activities

Introduction (5 minutes)

1. **Before you watch the video**, welcome the students by saying, "Hello boys and girls. Today we are going to visit with the potatoes and learn about different kinds of fruits and vegetables."
2. In the classroom, post the words to *Foods that Grow* on a large chart.
3. Watch the *Foods that Grow* video.
4. **After you co-view the video**, explore the following questions: What kind of vegetables are Yukon, Russet and SP? Are potatoes a root vegetable? What is the message in the video? Why do you think the songwriter wrote the song? What types of foods help your bones, muscles, and brains? Are fresh foods better for you than food in wrappers and in bags?

Shared Reading (15 minutes)

Materials: The Vegetables We Eat by Gail Gibbons, chart tablet, markers

1. Ask students if they know where fruits and vegetables come from. Accept all answers.
2. Do a "picture walk" as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book (possibilities may include: illustrations, about the font or print; the types of food introduced; lines were repeated- repetitive text, etc.)

3. Read the book The Vegetables We Eat by Gail Gibbons to the class. Pause as needed to introduce new vocabulary words.
4. Ask the students to share any new information that they learned and make a list on the chart tablet.
5. Encourage the children to share one piece of new information with their families. They can ask an adult to visit the produce section on their next grocery shopping trip.

Points to Ponder (5 minutes)

1. Potatoes are the most popular vegetable in the world.¹
2. At mealtime, half of your plate should be fruits and vegetables.²
3. A well-balanced diet, rich in fruits and vegetables, may be able to prevent tooth decay and periodontal disease (gum disease).³
4. Your taste buds change over time. If you don't like a new food, it's important to keep trying it many times. You can also try it prepared in different ways.⁴

Whole Foods versus Processed Foods (20 minutes)

Materials: pretend foods (whole and processed), laminated photos of foods (whole and processed)

1. Discuss the meaning of "whole food" and "processed food."
Whole foods are foods that have nothing taken away or added to them: apples, carrots, pears, tomatoes, etc. Whole foods tend to be healthier for our bodies. They are usually eaten the way they come to us from the earth. ***A fresh apple is a whole food.*** Processed foods are foods that have been changed in some way: cereal, ice cream, veggie dip, bread, etc. They usually come to us from a factory, bakery, etc. ***An apple pie is a processed food.***
2. Compare whole foods and processed foods using pretend food from the drama center or photos. Explore examples of whole foods that are in the video.

My Favorite Healthy Food (15 minutes)

Materials: white construction paper, pencils, crayons, stapler

1. Children will draw a picture of their favorite healthy whole food item.
2. Ask them to share with you what makes it special. You will write the 2 or 3 sentences on the paper.
3. Staple their papers into a book. Read the book to the class at Circle Time and put it in the Library Corner afterwards.

¹ http://www.lsuagcenter.com/portals/our_offices/parishes/ouachita/features/fcs/the-worlds-most-popular-vegetable

² <https://www.choosemyplate.gov/MyPlate>

³ <https://www.fruitsandveggiesmorematters.org/fruits-and-vegetables-promote-strong-teeth-and-gums>

⁴ <https://wonderopolis.org/wonder/do-your-taste-buds-change>

Musical Chairs (10 minutes)

Materials: play food pieces (6 whole foods, 5 processed foods), 2 large bowls (each labeled: Whole Food or Processed Food), CD player and children's music, ten chairs

1. Distribute a piece of whole food or processed food to eleven children.
2. The children should dance, holding their item, as they move around ten chairs as the music plays.
3. When the music stops, the one left standing without a chair should place their food in the appropriate bowl or box – Whole Food or Processed Food – and state what kind of food it is and why.

Extension Activities:

Science- Potato Connection (20 minutes)

Materials: bag of assorted potatoes (whole and in half), chart tablet, markers, pencils, magnifying glasses, trays

1. Explain to the students that potatoes are a tuber vegetable and grow underground.
2. Place a bag of potatoes in front of the group and investigate the properties of the potatoes as a group.
Students can sort the potatoes by: shape, size, and/or color. As they do this, they're practicing their observation skills. Create a chart to capture the data. Each column will be for a different type of potato. List all of the descriptive words that detail the properties of the potatoes. Circle what makes each potato unique. Draw a line through characteristics that are similar with all of the different potatoes.
3. Use magnifying glasses to observe details on the skin vs details on the inside of the potato. They can talk with a partner about what they observe. Do all of the potatoes look alike? What makes them different? Do they weigh the same? Are they the same color? Is the texture on the inside of the potato the same on the inside of the potato?
4. As a group, ask the students to help you list questions they have about potatoes. Some questions may be: Where do potatoes come from? How many inches is the longest potato in the bag? Set the potatoes in the Science Center so that children can explore the potatoes independently.

Science- Peas in a Pod (5 minutes)

Materials: fresh pea pods, bowl

1. Inform the students that a pea pod is a seed and it grows on a plant.
2. Place pea pods in a bowl for children to observe. Allow each child to take one from the bowl, with clean hands, to open and manipulate.

3. Ask the children to share what they have discovered about pea pods. Ask questions like: What does it look like? How does it feel? How many peas are in each pod? Does each pea pod have the same number of peas?
4. Collect the pea pods and discard them.

Writing- If I Could Be a Healthy Food... (15 minutes)

Materials: white paper, pencils, crayons, markers, masking tape

1. Ask the children to draw a picture following the prompt: "If I could be a healthy food, I would be..."
2. Encourage the children to dictate text that you can write for them.
3. On a bulletin board space, post their project for the class to see. Ask the students to help sort and categorize the foods that they drew. Ways to categorize them could include sorting them by: color, food group, seedless, foods that they like to eat when they are raw and foods that they like to eat only if they are prepared.

Science - Seeds in a Jar (15 minutes)

Materials: paper, pencils, clear medium to large size plastic jar, paper towels, three different kinds of seeds – bean, pea, sunflower, etc.

Students will observe three plants growing from a seed through the plastic jar. Introduce vocabulary like: root, sprouts, root hairs, leaves, and stem. Put a paper towel in the jar and set the seeds up to be between the paper towel and the plastic jar for easy visibility. Add enough water to keep the paper towels moist.

The children should observe the changes to the different seeds over time. At the Science Center, provide materials for the children to draw with. They will document what they see as they observe the seeds over time.

Science – Growing a Potato (15 minutes)

Materials: potato, clear plastic jar, water, toothpicks, rulers, paper, pencil

Students will observe a potato over time as it grows into a plant. Put toothpicks in the potato to support it as it sits on the jar opening. Fill the jar with enough water to keep the bottom of the potato wet. Half of the potato should be submerged in water and the other half should be sticking out of the jar supported by the toothpicks. As time passes, the students should talk with their peers and teachers about what they observe. They can also chart the growth using rulers.

Family Assignment: Whole Foods versus Processed Foods (20 Minutes)

The family activity will allow the child and their family to explore, at home the differences between whole foods and processed foods. Encourage the child to share what they learned at school. Also, ask them to share their collage that they did as a family did together at home.

Print this letter to share activity ideas for families to explore at home.

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, ***Foods That Grow***. (View it at: www.klrn.org/healthy-kids.)

We discussed the meaning of “whole food” and “processed food.” Whole foods are foods that have nothing taken away or added to them: apples, carrots, pears, tomatoes, etc. Whole foods tend to be healthier for our bodies. They are usually eaten the way they come to us from the earth. ***A fresh apple is a whole food.*** Processed foods are foods that have been changed in some way: cereal, ice cream, veggie dip, bread, etc. They usually come to us from a factory, bakery, etc. ***An apple pie is a processed food.***

We are learning about making healthy food choices, trying new foods and about where our food comes from. For this activity, you will need the following materials: grocery ads, scissors, construction paper, and glue.

- Look over the grocery store advertisement with your child.
- Cut out at least 10 whole foods and then cut out 10 processed foods.
- On a piece of construction paper, make a “T chart.” One column should be labeled “Unprocessed Food” and the other should be “Processed Food.”
- Work with your child to sort the food as a **Whole Food** or as a **Processed Food**. Talk about how you came to the conclusion. Next, paste the pictures in the correct column. The children will bring the poster, created by the family, to share with the class.

Choose health. It feels great.