

Introducing “Healthy Choices”

1. Identify Learning Goal
2. Picture Dictionary
3. Song
4. Big Book

TS GOLD Objective 9: Uses an expanding expressive vocabulary.

Related Objectives: 8, 11, 13, 14, 16, 17, 18, 20, 37, 38

Materials: Pre-made lightly penciled drawing of fruit; 1 black, 1 red and 1 blue marker; real fruit, picture and/or fruit cut outs from the National Dairy Council; *We Stay Healthy* song poster, *The Important Book About Healthy Choices* Big

1.

Let children know that today “We are all learning together about *Healthy Choices*.”

2. (SEE THE VISUAL VOCABULARY HANDOUT)
Introduce your visual vocabulary word/draw and talk by saying: “Here is an important word for one kind of food that we eat to make a healthy choice.” To explain what fruit is and why you are talking about it you might say “this is a type of food that usually grows on a tree or bush; most of the time it tastes sweet when it is ripe. It is a very healthy choice because it is full of vitamins and minerals that make our bodies strong and keeps us healthy.” For the final repetition have children put the word in a short sentence by saying “Tell your neighbor a *fruit* is a healthy choice.”
3. Use your signal word to have the children stand up and sing the first verse of the song *We Stay Healthy* with you, you sing one line and have them repeat. Use the signal word to have them sit back down.
4. Read pages 1-3 of “*The Important Book About Healthy Choices*” together with the children, encouraging them to join in on the repetitive phrases. Point at the picture that corresponds with the item or activity being described in the text.

Additional Ideas for Circle Time

~Make three sets of pictures of 3 kinds of fruit so that you have one for each child. Hand out one picture to each child. Let the children know they should stand up when the fruit they are holding is mentioned in the song, then sit back down. Add this song, or vary it for the fruits you choose:

“The bananas are here today, the bananas are here today, everybody say HURRAY the bananas are here today.

The apples are here today...

The strawberries are here today...”

~Repeat this lesson on day two with vegetables being your word of the day. Let the children know they may have heard this word yesterday. Include a way to tell if something is a fruit or a vegetable.

~Add the second verse of ***We Stay Healthy***

~Make a T-chart and categorize fruits and vegetables. Use the food models from the Dairy Council or pictures of fruits. Help guide children to be critical thinkers about what a fruit is and what a vegetable is as they determine which column to put them in.