

GOOD FOOD EXPLORERS

LEVEL: Preschool

SUBJECTS: Language Arts,
 Nutrition Education, Art,
 Science

VOCABULARY:

Shapes: circle, square, rectangle, triangle, oval, oblong, pear-shape. Senses: taste, sight, feel, smell, sound. Food Preparation: raw, cooked, frozen, canned, dried.

LEARNING GOAL: Students shall develop their abilities to connect and integrate knowledge from all disciplines into their own knowledge bases.

MATERIALS

Construction paper, food pictures, coffee can, sock top, food samples, empty food containers, paints and art paper.

BACKGROUND

Group activities and discussions about food help students with recognition of common shapes, utilization of the five senses to learn something new, and development of skills in identifying similarities and differences. At the same time, the preschooler can begin to understand that food comes from a variety of sources and in many forms to provide the nutrition required for good health, growth and energy requirements.

PROCEDURE

1. Using a flannel board, display the following shapes cut from construction paper: circle, square, rectangle, triangle, oval, oblong, pear. Have students work with a variety of food pictures to match the above shapes with the pictures, e.g. circle (orange, radish, tomato), square (cracker, sandwich, cheese slice), rectangle (cereal box, piece of bacon), triangle (ice cream cone, carrot), oval (egg), oblong (cucumber, watermelon), pear (pear, eggplant). Have them name the shape and the food as they do the matching. Cut silhouettes of commonly eaten foods from dark construction paper. Guess the identity of the food by shape only.

2. Introduce the concept that we enjoy foods through all our senses by the following group activities:

Sight: Select examples of familiar foods from all food groups. Have students take turns describing the foods for the group (shape, color, size).

OBJECTIVE

The student will:

-classify foods according to a variety of concrete attributes.

-explore the sensory characteristics of foods.

-recognize that foods prepared in different ways give different perceptions.

CONCEPTUAL AREA

Agriculture base – people use plants and animals in a wide variety of ways to obtain food, fiber, shelter and other products.

- Feel:** Fix a mystery can by putting a sock top over a coffee can. Place various foods in the can (one at a time) so the students cannot see. Have students try to guess what food is in the can by feeling it.
- Smell:** Ask students to close their eyes and identify mystery smells, using oranges, vanilla, chocolate, coffee, onion, bacon or strawberry.
- Sound:** Have students show that they can distinguish between noisy (crunchy) foods and quiet (non-crunchy) foods by biting into the food, listening, then nodding their heads “yes” or “no” when asked, “Is this food crunchy?” They will also name the foods when asked. Examples: “crunchy”—celery, potato chips, carrots, apples; “non-crunchy”—cheese, banana, bread, orange slice.
- Taste:** Have students play a blindfolded game. Students taste and try to identify familiar foods while blindfolded and nose is held. Use apples, green peppers, carrots, onions, potatoes. For an expanded lesson, have students identify the four basic tastes: “bitter” — small pieces of unsweetened chocolate; “sour” — lemon wedge; “salt” — pinch for each person; “sweet” — pinch or cube of sugar.

3. Collect empty containers for fresh (banana peel!), frozen, refrigerated, canned and dried foods. Have children identify the foods and tell when they would store these food containers in their kitchens. Ask children if any have accompanied a parent to a grocery store to purchase any of these foods. Allow individuals to describe their shopping experiences. Help students to understand the changes a food undergoes in different processing or preparation methods. Show students red, green and yellow apples. Cut each open to compare the outside and inside. Taste the difference in fresh apples, applesauce and apple juice and discuss how fresh apples are made into applesauce or apple juice.

4. Paint a rainbow across a large sheet of paper. For each color in the rainbow, add pictures of foods of each color along the spectrum. Teach primary colors by having children match different food pictures to corresponding colors. Examples: red — apple, strawberry; yellow — corn, grapefruit; green — pepper, lettuce; blue — blueberry.

5. As a class project, have students construct a food alphabet display. Use 8 ½ x 11 sheets of construction paper as a background and a large cut-out of each letter. Have students draw or cut from magazine pictures of foods which begin with each letter of the alphabet. Display the letters in the correct order around the room.

EVALUATION

Children can identify basic shapes and primary colors and select common foods having these characteristics. They can identify the five senses and use them to describe different foods. Children recognize that food comes in many forms and must be stored and prepared in different ways before eating.