

## Food for Thought !

**Goal:** Students will be able to recognize healthy portion sizes and the right combination of fruits, vegetables, grains and protein on their plate. Older students will learn about nutrition facts and reading labels. All of this will take place in a “Reader’s Café” setting.

### Motivational Activity Kit will include:

- Read-aloud selections
- My Plate laminated posters
- Plastic food items
- Tablecloths, plastic vases and flowers
- Paper plates and bowls
- Laminated nutrition facts and label cut outs
- Aprons, ordering pads
- Menus
- Reader’s Café and Wait to Be Seated Signs



### Description of Activity: Thanks to Diane Collier at Galindo for creating the reader’s café

\* The room should be divided into 5 or so tables (with tablecloths), with 4-5 chairs at each table

1. **Grades PK-2:** Wearing your apron and holding the appropriate menus, welcome the students and ask them if they have a reservation (under the teacher’s name). Show them to their seats. Encourage the teacher to sit with his or her students.
2. Go from table to table, asking for a fruit, a vegetable, a meat, or a grain order from each table.
3. Discuss their orders, and ask if the students can think of any healthy choices that are not on the menu.
4. Read the students a food-related story.
5. Place red plates on each table with selections from each of the different food groups. Give either one white plate per table or one white plate per student (depending on time) and ask students to plan a balanced meal of their own! Once they finish, have them pick out their new book and read it at their table.
6. **Grades 3-6:** Welcome students. Ask for their reservation and show them to their seats (as above).
7. Go from table to table and ask a few students for their “orders”.
8. Have the students read the poems from their menus aloud with you.
9. Show the students the “my plate” graphic and the enlarged nutrition facts poster.
10. Have each table match nutrition facts to the appropriate food. Once they have an answer, their table can go and choose new books. Students should read at their table .

**Tech Connection:** For kid-friendly recipes on a family site, check out: <http://kidnetic.com/>  
Students can look up nutrition facts on: <http://ndb.nal.usda.gov/ndb/foods/list>  
Look for videos “I Eat the Rainbow” and “Cookies are a Sometimes Food” on Sesame Street.org.

**Texas Essential Knowledge and Skills:** K(21 A&B); 1st (27A&B); 2nd (28A&B); 3rd (110.14 29A); 4th (110.6 b1A,C &b3A); 5th (110.7 b1A &b3A &b8A,B,C)

## Suggested Read-Aloud Books

**Grade Level:**  
Pre-K through Second Grade

**Suggested Read-Aloud:**  
*The Very Hungry Caterpillar*  
*La Oruga Muy Hambrienta* by Eric Carle  
*Gregory, the Terrible Eater* Mitchell Sharmat  
*The King's Taster* by Kenneth Oppel

### **Discussion Points - The Very Hungry Caterpillar**

As you read, have the students count and tell you what color the fruits are that the caterpillar eats. For Saturday, ask which foods are healthy, and which foods are sometimes food. Ask the students if they ever ate so much they got a stomach ache. What foods will help them grow into "butterflies?"

### **Discussion Points—Gregory the Terrible Eater**

**Before reading:** Do you like to try new foods?

**While reading:** Would you eat what Gregory eats? What foods do you eat that are "junk"?

**After reading:** Can you have too much of a good thing? How does Gregory balance his meals?

### **Discussion Points—The King's Taster**

**Before reading:** What is the polite way to turn down food? Are King's supposed to be polite?

**While Reading:** What countries do Max and the cook visit? Would you eat that food?

**After Reading:** What other countries have you eaten food from? Do you eat between meals?

**Grade Level:**  
Third through Fifth Grade

**Suggested Read-Alouds:**  
*Cloudy with a Chance of Meatballs*  
by Judi Barrett  
"Italian Food" by Shel Silverstein,  
"I'm Absolutely Full Tonight" and  
"Mashed Potatoes on the Ceiling" by Kenn Nesbitt

### **Discussion Points—Cloudy with a Chance of Meatballs**

**Before reading:** Where does your food come from? If you could control the weather and have it rain food, what food would you choose?

**After reading:** What were some of the problems with food as weather? Can you think of any other problems that they didn't mention? Would you like it to rain juice on you when you walked to school? What would it be like if everyone ate the same thing as everyone else every day? Would you still need restaurants?

### **Discussion Points—Food Poetry**

**"Mashed Potatoes on the Ceiling":** What do you do when you don't want to eat your vegetables? Do you ever hide your vegetables? Do you like any of the vegetables the poet listed?

**"Italian Food":** How many different types of noodles can you name? What did Silverstein mean by "split my jeans"?

**"I'm Absolutely Full Tonight":** Do you think the poet was really full? Do you always have room for dessert? Do you ever eat too much and get a stomachache?