

# UConn Husky Reads - Preschool Lesson 6: Grains Help You Go!

**Theme: The Grain Group** *Foods in the grain group give us energy!*

This lesson teaches children that grains are parts of plants grown on a farm and that they give us energy. Children will also learn to relate the color orange in MyPlate with grains and that grain starts with the letter 'G'.

## **Learning Objectives:**

1. Children will recognize grains as a food group in MyPlate.
2. Children will recognize that grains are a good source of energy.
3. Children will be able to name two foods that are in the Grain Group.

## **Introduction: 5 minutes**

- Greet the children, remind them you are there to read to them and teach them about healthy foods.
- Review last week's lesson, display the MyPlate poster and name the food groups. Point out the **orange** section and explain that it represents the grain group and have them repeat the word "grain" after you.
- Tell the children that foods in the grain group give us energy to play and move our bodies.
- Hold up the grain group poster and discuss each of the grains shown.
- Show the children laminated pictures of various grains that illustrate what each grain looks like on the farm compared to what it looks like on the table.
- Show the children the individual grains bags. "Each grain starts as a small seed that grows into a plant. Parts of the plant are picked and ground up into tiny pieces. Those tiny pieces can be used to cook all these foods in the grain group."
- To simplify, focus primarily on oats. Show the farm to table picture and bag of oats, then ask what can be made with the oats (oatmeal, bread, cookies, etc.).



## **Read Aloud: 8 minutes** *Choose one book from the Book List provided*

- Introduce the book title and author.
- Show children the cover of the book and ask them to make a prediction about the story.
- Utilize Book Guide provided and ask children questions before, during, and after the story when appropriate.
- After finishing the book, ask the children if they enjoyed the story. Conclude by making a connection between the story and the lesson objectives.

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### **Activity: 8 Minutes** *Climb on the Whole Grain Train*

Have the children stand up in a circle and say: "Today we'll be riding the Whole Grain Train!" Then say: "whole grains are the best for our bodies." Show them how to move their wheels and blow their whistles like trains do - Bend elbows, clench fists, pump arms, saying "Chugga Chugga Chugga Chugga Choo Choo!" Have them start walking around in a circle. Begin by holding up the first laminated food picture. If the food shown is in the grain group the train keeps moving because healthy foods fuel our engines! Have the children name the food and with an arm pull down motion, say "Choo, Choo" or have the children say "whole grain." Remind them that they are exercising by moving their arm and leg muscles on the grain train. If a non-grain or sometimes food that is shown, the train slows down or might stop moving! **Suggested modifications:** If walking in a circle is too difficult, do the motions while standing in their own space on the carpet. To keep the game from getting repetitive, have the children slow down or speed up their "chugga chuggas" because they have eaten so many grains and now have so much energy. Give each child a MyPlate or Grain sticker.

### **Tasting: 5 minutes** *Whole Grain "O's" Cereal*

Please be sure to have the children wash their hands before eating; wear food service gloves while preparing and serving food; and clean surfaces before and after your lesson. Place one to two tablespoons of whole grain "O's" cereal in tasting cups. Distribute to tables. After washing their hands, have children sit at the tables. Ask children to wait until everyone is seated before tasting. Ask the children to count how many "O's" are in their tasting cup. Let them know that whole grains make our hearts strong and healthy. Have everyone take a piece their cereal and taste together. If someone does not like the cereal, tell them it is fine and that you are proud they tasted it.

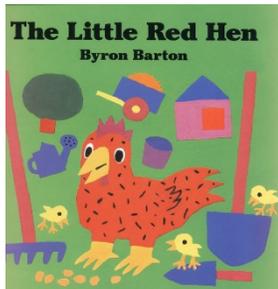
### **Review: 4 minutes**

While children are sitting at the table, review the learning objectives of the lesson. Ask if they can name a healthy food or exercise that they learned about that day. Thank the children for spending this time with you and let them know you will be back next week with a new story, activity, and food to try! Distribute stickers to the children or the teacher before leaving the classroom.

### **Materials needed:**

- MyPlate and Grains posters
- Food image cards, 9 with grain foods and 5 non-grain foods
- Sample grains in see-through plastic bags, i.e. oat, wheat, corn, etc.
- MyPlate or Grain stickers
- Whole grain "O's" cereal
- Tasting cups and napkins
- Sanitation kit (disinfecting wipes, disposable gloves, paper towels, first aid, hand sanitizer)

## Lesson 6 Book List and Book Guide



### *The Little Red Hen* by Byron Barton

**Age Range:** 5-6 yrs

**Grade Level:** Kindergarten and up

**Length:** 30 pages

In this book, students learn about the process of growing and harvesting wheat to make foods that can be found in the grains group. While Little Red Hen is cooking, she asks her friends for help to gather all of the tools and ingredients needed.

**Before reading:**

Point to the cover of the book and ask students where they think the Little Red Hen lives.

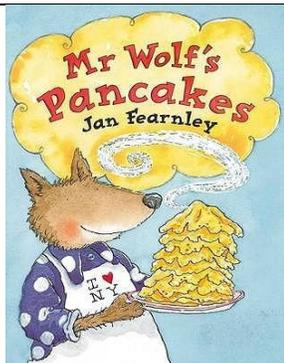
**During the book:**

Give the children a role in the story: on the first page, have them identify each animal based on the picture and make the corresponding animal sound. Throughout the rest of the story, have them tell you the animal every time it comes up by pointing at the picture.

Tell the students the red hen is teaching us where wheat comes from. You can use wheat to make all kinds of foods in the grain group.

Ask the children if the animals are being good friends to the Little Red Hen when they don't help her with each part of processing the wheat into bread.

At the end of the story, when the Little Red Hen doesn't share the bread with her friends, ask the children why they think she did that. Point out that even though they didn't help her make the bread, she might want to share next time.



### *Mr. Wolf's Pancakes* by Jan Fearnley

**Age Range:** 5-6 yrs

**Grade Level:** Kindergarten and up

**Length:** 30 pages

This book shows readers all the ingredients they need to make the perfect pancake. Along the way, we learn about how to be a good friend and how to share.

**Before reading:**

Ask students if they know what the food on the cover of the book is called.

What food group do pancakes belong in?

**During the book:**

Ask the children if Mr. Wolf's neighbors are being good friends when they don't help him read, write, or make his pancakes.

While Mr. Wolf is buying the ingredients and making the pancakes, emphasize that he needs flour which is made from grains.

At the end of the story, Mr. Wolf decides not to share his pancakes and eats his neighbors instead, ask the children if that was the right thing to do. Ask them what is a nice thing Mr. Wolf could have done and what is a kind thing the neighbors could have done?