

Appendix A: Book Club

Each lesson in **Discover MyPlate: Nutrition Education for Kindergarten** offers examples of popular children's books and discussion questions, which can be used to generate further conversation related to the lesson topic and objectives. Seven Discover MyPlate Emergent Readers are also included.

Tailor your Book Club activities to the time you have available each day. This list includes suggested books with questions for each lesson, but you may find other selections in your library that can generate a similar discussion.

Lesson 1: Meet the Five Food Group Friends

Children's books can be used to talk about the importance of eating a variety of foods from the five food groups—which, for many students, means trying new foods. This can also be a useful way to encourage children to taste foods in the **Food Club** activity (see page 23).



Introduce students to all seven of the **Emergent Readers: Fruits, Vegetables, Grains, Dairy, Protein Foods, A MyPlate Meal, and Where Food Comes From**. Distribute the mini-book versions to students and have them write their names on the inside cover of each reader.

Begin by reading **Fruits** out loud to students using the teacher version. Have them follow along in their mini books. Talk about the foods on each page. Read the activity and discussion prompts on the last page (found in teacher version only). Ask students to circle the sight words and invite them to color the foods in their reader copies.

Over the course of this lesson, as you explore the five food groups, repeat the exercise with additional emergent readers: **Vegetables, Grains, Dairy, and Protein Foods**.

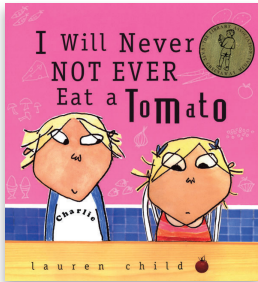


Bread and Jam for Frances by Russell Hoban — Frances only likes bread and jam until her mother serves it to her for every meal! Ask:

- *What did Frances want to eat all the time? Bread is part of what food group? (Grains)*
- *What food group is jam a part of? (Jam is mostly made of sugar. It is not part of a food group.)*
- *What food groups are you missing if you eat only bread and jam? (Vegetable, Fruit, Protein Foods, Dairy)*
- *What happened when Frances' mom gave her bread and jam at every meal?*
- *Do you think Frances was eating healthier at the beginning or end of the story? Why? (At the end of the story, Frances is eating foods from all of the food groups.)*

Appendix A: Book Club (continued)

Lesson 1: Meet the Five Food Group Friends (more)



I Will Never Not Ever Eat a Tomato by Lauren Child — A girl won't eat a new food unless her brother describes it in new ways. Ask:

- Describe a time when you thought you didn't like a food, but then changed your mind.
- What are some of the fun names the brother gives foods so that his sister will try them? What's a fun name we could use for a vegetable on the school lunch menu so more kids will eat it?
- Who came up with the name Moonsquirters for tomatoes at the end of the story?
- What food group do Moonsquirters (i.e., tomatoes) belong to? (Vegetable) Cloud Fluff (i.e., mashed potatoes)? (Vegetable) Ocean Nibbles (i.e., fish sticks)? (Protein Foods)



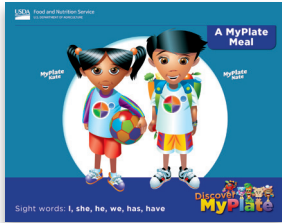
Delicious! A Pumpkin Soup Story by Helen Cooper — Duck wants to eat only pumpkin soup, but the pumpkins are not ripe. Cat and Squirrel must find a delicious soup to please this picky eater. Ask:

- What happens when Cat, Squirrel, and Duck cannot find a ripe pumpkin to make pumpkin soup?
- Why wouldn't Duck try some of the other soups?
- How did Duck feel when he hadn't eaten for a while?
- What happens at the end of the story?
- What food group does pumpkin belong to? (Vegetable) Fish? (Protein Foods) Mushrooms? (Vegetable) Beets? (Vegetable)

Appendix A: Book Club (continued)

Lesson 2: Discover MyPlate!

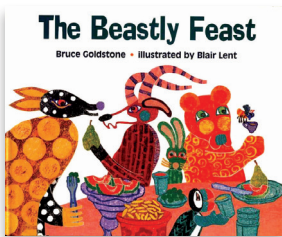
Choose books that focus on **mealtime**. Tip: Invite book buddies (students from older grades) to come and help their kindergarten buddies read.



Read the **A MyPlate Meal Emergent Reader** (teacher's edition) out loud to students. As you read, show the class the illustrations. Invite student volunteers to read the sight words and identify the foods on each page. Read the activity and discussion prompts in the teacher's edition (p. 71).

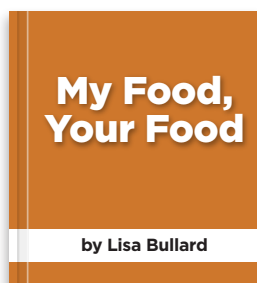
Give students their mini books and invite them to circle the sight words in their books. Invite children to color the pictures and practice reading on their own or with a reading buddy.

Ask students to draw a picture of a picnic they might have with their friend, including a food from each food group. Next, have them write a sentence about their picture.



The Beastly Feast by Bruce Goldstone — In this tale, animals gather for a feast and bring foods that rhyme with their names.

- *What did the antelope bring? What food group is cantaloupe in?* (Fruit)
- *What did the mice bring? What food group is rice in?* (Grains)
- *What did the parrots bring? What food group is a carrot in?* (Vegetable)
- *What did the mosquitoes bring? What types of foods are in a burrito? What food groups do tortillas, beans, and cheese belong to?* (Grains, Protein Foods or Vegetable, and Dairy, respectively)
- *How did the beasts feel after eating?* (Full)



My Food, Your Food by Lisa Bullard — It's food week in Manuel's class. Hear what each student likes to eat with their family, and find out Manuel's favorite that he shares with his class. Ask:

- *What foods or drink could you add to make Manuel's dinner (on pp. 6-7 of the book) a MyPlate meal?* (Low-fat milk)
- *Does your family have a favorite dinner?*
- *At the end of the book, Manuel brings in salsa made with tomatoes to share with his classmates. Is there a food you like that has tomatoes in it?*
- *What does mealtime look like at your house? Draw a picture and write about it.*



Appendix A: Book Club (continued)

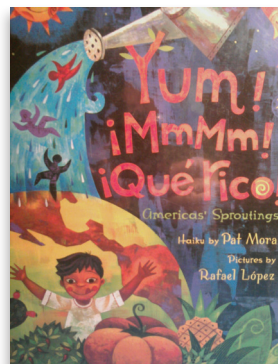
Lesson 3: Eat Your Colors!

Read books about **fruits and vegetables** with your class to further the learning.



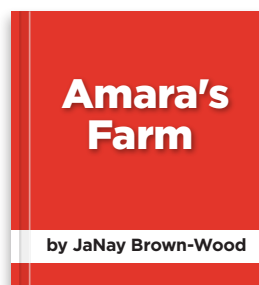
Reread the **Emergent Readers *Fruits*** and ***Vegetables*** using the teacher's version and have students follow along using their mini books.

Invite students to practice reading sentences out loud. After reading a sentence in the ***Fruits*** reader, ask students to make a sentence describing another food item (or object) that is the same color. After reading a sentence in the ***Vegetables*** reader, have students make an "I have" sentence.



Yum! iMmm! iQué Rico! Americas' Sproutings by Pat Mora — Haiku poems rich with vivid imagery and imaginative illustrations bursting with colorful fun celebrate the diversity of foods, colors, languages, cultures, and the Americas. Focus on the following foods, and discuss each one after reading the poem and looking at the picture. You could do a few foods each day. Consider providing samples for students to see and taste (with the exception of the chili pepper).

- **Blueberry:** During what season are blueberries most available? Can you think of any other blue fruits or vegetables?
- **Chili Pepper:** What does a chili taste like? What kinds of foods have chilies in them? Did the man in the poem enjoy the spicy taste?
- **Cranberry:** Who has tried a cranberry? What have you eaten cranberries with? What happens in the poem when cranberries are heated in the pot?
- **Papaya:** Who has tasted a papaya? How do the people in the book feel about eating a papaya? What food group does a papaya belong to? (Fruit) Where does it grow?
- **Pineapple:** How do you think pineapple got its name? What does the inside of a pineapple look like? How does it taste?
- **Pumpkin:** What color are the pumpkins in the picture? During what season do we pick pumpkins? How have you eaten pumpkin?
- **Tomato:** What happens in the poem when the boy bites the tomato? What color are the tomatoes in this picture? What kinds of foods are made with tomatoes?



Amara's Farm by JaNay Brown-Wood — Amara is hosting a potluck for friends on her farm, and her snacks won't be complete without pumpkins. She's searched and searched, but she can't find them. Little gardeners will compare, contrast, and hunt for clues that eventually lead to the pumpkins and a fun potluck with Amara, her grandparents, and her friends. Ask:

- What are some fruits and vegetables Amara found on her farm?
- Which foods on Amara's farm belong to the Vegetable Group? (Pumpkin, potato, cauliflower, eggplant, okra)
- Which foods on Amara's Farm belong to the Fruit Group? (Apple, persimmon, kumquat, fig, kiwi)
- What were some of the colors of the vegetables and fruits Amara found?

Appendix A: Book Club (continued)

Lesson 4: Planting the Seeds for Healthier Eating

Read books with your class to further the learning about **how fruits and vegetables grow**.



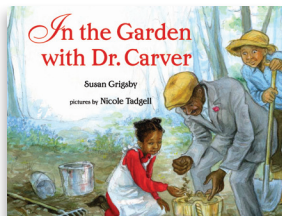
Read the **Where Food Comes From Emergent Reader: Teacher's Edition** aloud to students. As you read, show the class the illustrations. Invite student volunteers to read the sight words and identify the foods on each page. Ask students to describe how they see the various foods growing. What other foods do they notice? (milk from a cow, fish in the sea) Read the activity and discussion prompts in the teacher's edition.

Give students their mini books and invite them to circle the sight word in their books. Invite children to color the pictures and practice reading on their own or with a reading buddy. Ask students to draw a picture how their favorite vegetable might grow in the ground. Next, have them write a sentence about their picture.



Tops & Bottoms by Janet Stevens — In this trickster tale, Hare tricks Bear when planting crops for them to share. When Bear chooses the top crops, Hare only plants root vegetables, and vice versa. Ask:

- *Who agrees to do the hard work and plant the crops?*
- *What does Bear like to do?*
- *What types of vegetables are “tops” and grow above ground?*
- *What types of vegetables are “bottoms” and grow below ground?*



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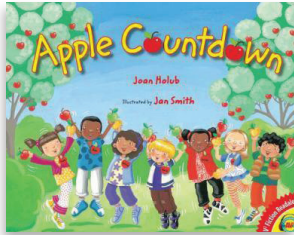
In the Garden with Dr. Carver by Susan Grigsby — Dr. George Washington Carver visits a town in rural Alabama in the early 1900s to help the grown-ups with their farms and the children with their school garden. He also prepares a delicious lunch made with garden plants like sweet potato, peanuts, and dandelion greens. Ask:

- *Who comes to visit the school?*
- *How did Sally know what the rosebush needed? What did she see that helped her figure it out?*
- *What do plants need to grow and be healthy?*
- *What kinds of foods do the students eat at the picnic?*
- *What food group do peanuts belong to? (Protein Foods) Can you think of another food that is made out of peanuts?*



Appendix A: Book Club (continued)

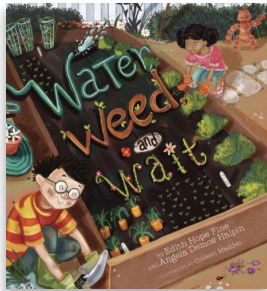
Lesson 4: Planting the Seeds for Healthier Eating (more)



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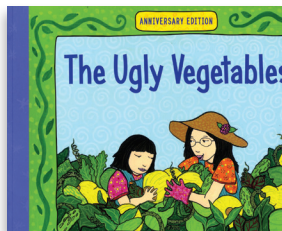
Apple Countdown by Joan Halub — This whimsical story of a class field trip to an apple farm counts down from 20 — and counts everything from miles to the farm, to cows and ducks, to rows of apple trees. Ask:

- *Where did the students go on their field trip?*
- *What did they do there?*
- *How do apples grow?*
- *What food group do apples belong to? (Fruits)*
- *What animals do the students see?*



Water, Weed, and Wait by Edith Hope Fine and Angela Demos Halpin — Classmates at Pepper Lane Elementary prepare a school garden full of fruits and vegetables with the help of their teacher Miss Marigold and even the school's grumpy neighbor. Ask:

- *Who helped clean up the playground for the garden?*
- *What did the students do to help their garden grow?*
- *How did the class celebrate after their plants grew?*
- *What type of food did they serve at the garden party?*



The Ugly Vegetables by Grace Lin — In a neighborhood where everyone grows pretty flowers, a young girl learns how delicious it can be to grow vegetables instead.

- *What did the vegetables growing in the garden look like?*
- *How did the girl feel about the vegetable garden?*
- *What did the mother do with the vegetables after she picked them?*
- *What colors were in the soup?*
- *Why did the neighbors want to trade some flowers for the soup?*
- *How did the girl feel about the vegetable soup?*

Appendix A: Book Club (continued)

Lesson 5: Starting Our Day With MyPlate

Read books with your class to further the learning about **the importance of breakfast** and **feeling hungry and full**.



Review the five **Emergent Readers Fruits, Vegetables, Grains, Dairy, and Protein Foods** with students. Together, make a list of all of the foods that your class likes to eat for breakfast.

Next, with foods from that list, practice making breakfast **MyPlate** meals using at least three food groups.



Bear Wants More by Karma Wilson — A bear tries to satisfy his great hunger after waking from hibernation. Ask:

- *How does the bear feel when he wakes up? Why does he feel this way?*
- *What kinds of foods did the bear eat when he woke up? What kinds of foods do you eat for breakfast?*
- *Did the bear stop eating when he was full? Did he eat too much? How did he feel at the end of the story?*

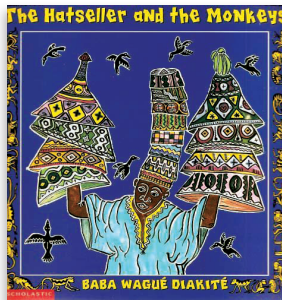
Appendix A: Book Club (continued)

Lesson 5: Starting Our Day With MyPlate (more)



Choo Choo by Virginia Lee Burton — A little locomotive learns a lesson when he thinks he can be faster without pulling other cars. He takes off by himself, but then runs out of coal. Ask:

- *Why does Choo Choo eventually stop? What happens when Choo Choo runs out of coal?*
- *What does Choo Choo need so that he can travel down the track again?*
- *How does eating the right amount of healthy foods help us “go”? How does it help us when playing at recess or sports? How does eating the right amount of healthy foods help us think?*
- *Have you ever felt like Choo Choo? Have you ever run out of energy or steam? When?*



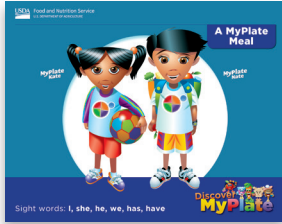
The Hatseller and the Monkeys: A West African Folktale by Baba Wagué Diakité — A hatseller has hats stolen by a group of mischievous monkeys when taking a nap. After eating some of the monkeys’ mangoes, he’s able to think clearly and get his hats back.

- *Why did BaMusa have to stop and rest?*
- *Have you ever not eaten breakfast? How did you feel?*
- *What did BaMusa do to help himself think better?*
- *What can you do in the morning to help you be your best at school or play?*
- *What fruit did BaMusa eat in the story? Have you ever tasted a mango? What fruit do you like to eat at breakfast?*

Appendix A: Book Club (continued)

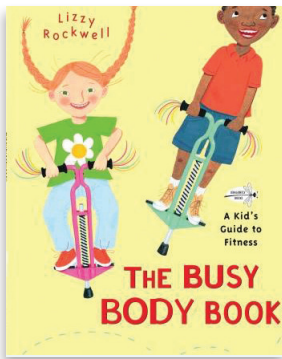
Lesson 6: Let's Play, Let's Party!

Continue the conversation about different ways to **be active and play** by reading books with your class that include forms of physical activity.



Have students reread the **Emergent Reader: A MyPlate Meal** aloud. Tell students they will add to the story. Start with the sentence on the last page, "We have fun." Ask students: What do you have fun doing? Have students practice making up, then writing, sentences that start with "We/I have fun..."

To add complexity to the sentences, have them identify places. For example, "I have fun riding my bike in the park." or "We have fun playing at the beach." Review which of the suggested fun activities are physically active.

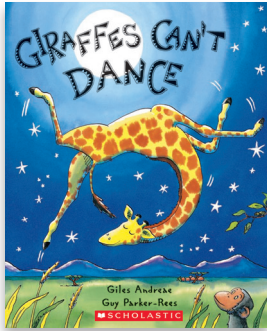


The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell — From how our hearts work to how our bones and muscles keep us going, this book explains how our bodies are made to move. Ask:

- *What happens to your muscles if you use them again and again?* (They get stronger.)
What are some things muscles help your body do? (Move, lift, and stretch)
- *What does your heart do when your body is active?* (It pumps blood faster so that the parts of your body can get the oxygen they need.)
- *What do the children in the story drink when they get hot and sweaty?* (Water) *Why is water a good choice?* (Your body needs more water when it is active or hot; water does not have added sugar.)
- *Why does your body need healthy food?* (Food gives your body energy to move and think; it also gives your body nutrients that help build strong bones and muscles.)
- *What are some of your favorite ways to be a busy body?*

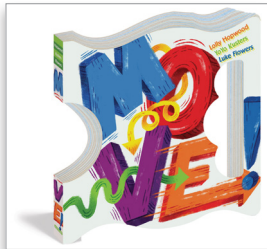
Appendix A: Book Club (continued)

Lesson 6: Let's Play, Let's Party! (more)



Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees — A giraffe wants to take part in the jungle dance festivities where all the animals have their own special dance, but he gets tangled up in his feet. A cricket tells him that when you're different, you need a different song. The giraffe listens to his own music and finds his own moves, and all the animals are amazed. Ask:

- *Why was Gerald the Giraffe sad?*
- *What did he wish he could do?*
- *What other animals attended the jungle dance? What were the types of dances they did?*
- *Who helped Gerald? What did he learn?*
- *How does Gerald feel at the end of the book?*



Move! by Lolly Hopwood and YoYo Kusters — Children can get moving with this book that combines imaginative play with movement. Use the book to help you demonstrate the moves as you read, and encourage your students to move along with you. Ask:

- *What are some moves we did?*
- *Which one was your favorite move?*
- *What are other moves we did not do that we can all do together?*

