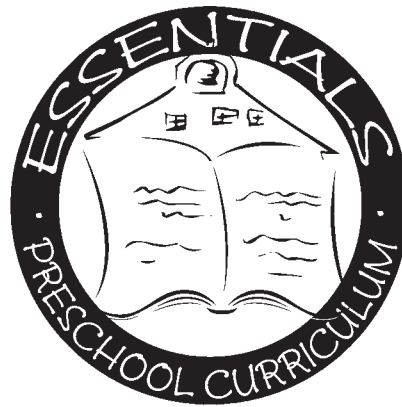


Essentials **Preschool Curriculum**

Teacher's Manual



Sample Lesson



Gospel Publishing House
Springfield, Missouri



04/04 5M

Using Essentials Preschool Curriculum

Explanation of the Theme Basics

① Heading: Each heading lists the theme (e.g. Nutrition) and the Bible story or concept.

② Theme Focus Information: Lets you know what letter, shape, number, ordinal number(s), color, and social emotional issue (SEI) will be covered in that theme.

③ Notes to the Teacher: This is a note to you about the theme.

④ Skills for Success: These are behavioral objectives. The skills are based on the readiness skills needed to prepare the preschoolers for kindergarten.

⑤ Social Emotional Issue (SEI): Social emotional skills are foundational in coping in our complex culture. Preschoolers will be working with others their entire lives. They will need tools and strategies on how to deal with these people. It is also important that they develop morally and emotionally.

⑥ Simple Sayings: This includes nursery rhymes, poems, songs, and finger plays. All are important aspects of a preschooler's emergent literacy development.

⑦ FYI: For Your Information is interesting, perhaps even quirky, information about the theme or some aspect of it. Lesson plan activities may be derived from this information.

① Nutrition Daniel's Diet	
② Theme Focus Information: Letter: N, n Shape: Pyramid Number: 10 Ordinal Numbers: First-Tenth Color: Orange SEI: Overdoing It	③ Notes to the Teacher: This theme is about eating healthy foods. The food guide pyramid will be introduced and discussed. The preschoolers will begin to learn which foods are healthy and which ones are unhealthy. They will learn how God helped Daniel and his friends eat healthy food.
④ Skills for Success The preschooler will be able to: • Recognize the number ten. • Identify the color orange. • Identify food groups. • Describe where fruits and vegetables grow. • Recognize healthy/unhealthy foods. • Name the ordinal positions first through tenth. • Demonstrate simple addition and subtraction problems. • Recognize the pyramid shape. • Recognize the letter N, n. • Associate the letter N with the N sound as in "nut." • Verbalize: Simple Sayings.	⑥ Simple Sayings • "Peas Porridge" • "Peter, Peter, Pumpkin Eater" • "Fish Alive" • "Hot Cross Buns" ⑦ FYI • Discuss appropriate amounts of sleep and what happens when we don't get enough sleep. • "Asparagus was believed by the ancient Greeks and Romans to prevent bee stings and to relieve headaches." • Banana clusters are called a 'hand'; individual bananas are called 'fingers.' • Chocolate contains PEA (phenylethylamine), a natural substance that stimulates the same reaction in the body as falling in love. • Coca Cola was originally green. • Cheerios is often a child's first solid food; ten percent of all cereal sold in the US is cheerios. • Gatorade got its name after the Gators, the University of Florida football team who first tested it. • Ice cream was invented in China around 2000 B.C. • Rice comes in over 15,000 different varieties. • Tea is the most widely drunk beverage in the world, next to water. • Taramis is a delicacy in South Africa, roasted and eaten by the handful. • Watermelon is not really one of America's favorite fruits; it is a vegetable." (Recipes 4 Children)
⑤ Social Emotional Issue (SEI): Overdoing It: We overdo it when we have too much of something. Too much of anything can be harmful. We can overdo it by eating too much, drinking too much, staying up too late, being around one person too much, being in one place too long, doing something too much, being too rough, etc. 1. Discuss appropriate amounts of foods using the food guide pyramid. 2. Show the students where food labels that tell the nutritional value of the food are located on food boxes. 3. Use a measuring cup to show the students a sample serving-size portion (half-cup measuring cup). 4. Practice quiet time. (Explain that there's a time for noise and a time for quiet.)	

Essentials 195 Preschool

See page 8 for sample.

Using Essentials Preschool Curriculum

Explanation of Bible Time

①

Bible Time: Daniel's Diet

Objective: The preschooler will be able to

- Name vegetables and water as food and drink that God told Daniel to eat and drink to keep his body healthy.
- Tell that God gave Daniel wisdom and the ability to learn.

Concepts:

- God wants us to take care of ourselves.
- God wants us to be healthy.
- God wants us to follow Him.

Reference: Daniel 1:6-21

Memory Verse: Daniel said, "Don't give us anything but vegetables to eat and water to drink."
—Daniel 1:2

②

Bible Background

The Babylonian army took Daniel and other Israelites into captivity. This is after the time of King Solomon when the Kingdom of Israel was divided and many of the Jews were not serving God.

But Daniel was a godly man who prayed three times a day. He was a young man when he went to live in the king's palace. He was to be educated in the ways of the Babylonians. Daniel was always faithful to God.

Although he was probably best known for his night in the lions' den, today's story is about when the king asked him to eat the same foods as his servants. Daniel, Shadrach, Meshach, and Abednego chose not to do this because the food had been offered to idols. That is why Daniel made the agreement to have only vegetables and water for a ten-day duration. The vegetables were very high in protein and considered nutritious.

③

Say It

Use the rhyme to teach the Bible story.

Daniel was taken to a place far away.
Some friends were with him; they all had to stay.
In a place with a king who told them what to eat,
Food offered to idols, some wine, and some meat.
Daniel asked, "Please may I try something new?
It's healthier, it's better, and it's good for you, too!"
The king wasn't sure, but they could try it and then,
If they were stronger than his men, then they would win.
Vegetables and water for ten days was the diet,
Shadrach, Meshach, and Daniel all tried it.
The four men were stronger than the rest you see.
Eating **nutritiously** was the way that it would be.
God cares what we drink and He cares what we eat.
He wants us to be healthy and strong every week.

Possible discussion questions:

1. Why didn't Daniel want to eat the king's food? (*It had been offered to idols.*)
2. What did Daniel and his friends do instead? (*They ate vegetables and drank water.*)
3. Who was healthiest? (*Daniel and his friends.*)

Preschool
196
Essentials

④

See It

Materials:

- TTH A (healthy/unhealthy foods)
- PAS 1
- Two brown paper bags
- Scissors
- Glue

Directions:

Color and cut out the pictures of Daniel and his friends from PAS 1. Glue them onto a brown paper bag labeled healthy foods. Next, color and cut out pictures of the weak, unhealthy servants from PAS 1 and glue them onto another paper bag labeled unhealthy foods. Retell the story of Daniel and his diet. Define healthy foods as those that provide nutrients and vitamins for our bodies. Hand out pictures of healthy and unhealthy foods from TTH A (healthy and unhealthy foods) to preschoolers and have them sort them in the appropriate bags.

⑤

Touch It

Materials:

- PAS 2
- Scissors
- Glue

Directions:

Olga and Heather are two girls who eat very differently. Olga tries to eat healthy, while Heather prefers junk food and makes poor food choices.

Have the preschoolers cut out the pictures of the foods at the bottom of PAS 2. Have them place the healthy foods next to Olga and the unhealthy foods next to Heather. Discuss the story of Daniel's diet and how Daniel and his friends chose healthy foods.

(Option: You could have the preschoolers cut out the pictures of the girls and glue or tape them to a piece of construction paper in the center. Then they can glue or tape the pictures of the foods that match them on the outside of the pictures.)

⑥

Do It

Materials:

- Small paper plates (28)
- Glue
- Pictures of foods
- Grain group (11)
- Vegetable group (5)
- Fruit group (3)
- Dairy group (4)
- Protein (3)
- Fast-foods (2)
- TTH D (food guide pyramid) (optional)
- Crayons, scissors, and construction paper (optional)

Directions:

Use the plates to build a food group pyramid. Divide the preschoolers into food groups. Give each group a picture of a food in their food group to color and glue on a paper plate. Build the food pyramid on a wall or the floor by placing the plates in the appropriate order by food group (bread group first, then vegetable/fruit, dairy, protein, fast). Discuss that God wants us to eat healthily. Review the story of Daniel and his diet. (Option: Have the preschoolers color the pictures on TTH D (food guide pyramid), cut them out, and glue them on pieces of paper in the correct order.)

Sing It

Sing the "Daniel's Diet" song to the tune of "Frère Jacques."

*Daniel, Daniel (2x)
Ate good food. (2x)
He grew strong and healthy (2x)
And pleased God, too. (2x)
Fruit and vegetables (2x)
Help us grow (2x)
Water is helpful (2x)
To keep us strong. (2x)*

Essentials
197
Preschool

① Bible Time: This section summarizes the information you will need to know to prepare for the Bible lessons. Measurable objectives, theological concept(s), reference(s), and a memory verse are listed.

② Bible Background: This is a brief summary of the passage or story being discussed. It is designed to give you information to help tell the story.

*Five activities based on the senses help explore each Bible story. (You could use one per day.)

③ Say It: This is a poem that can be taught to the preschoolers or read and repeated for them. It summarizes the lesson and the concept(s) and includes possible discussion questions that can be used to review the poem.

④ See It: This involves a visual activity that revisits the story or concept.

⑤ Touch It: This involves a tactual activity that reviews the story or concept.

⑥ Do It: This involves a kinesthetic activity that emphasizes the story or concept.

⑦ Sing It: This involves a musical activity that retells the story or concept.

*Occasionally **Hear It** (an auditory activity) or **Taste It** (a tasting activity) may be used in place of another sense activity to reinforce the story or concept(s).

See pages 9 and 10 for sample.

Explanation of Teach It

Teach It

3

②

Language

The preschooler will be able to:

- Demonstrate phonemic awareness of the letter N, n.
- Print the letter N, n and the number ten.
- List words that start with the letter N.
- Answer questions about a story.
- Express ideas in a developmentally appropriate written form.

1. Sound It Out: "N says, n, n, n, n, nnt. You can't find me in a hut." Discover the sound the letter N makes.

2. Use the reproducible tracer page to practice the letter N, n and the number ten. Have the preschoolers draw a picture of something that begins with the N sound or draw ten objects.

3. Have the preschoolers practice the N sound. Discover words that start with the N sound as in "nut" by creating a word wall with the letter N.

4. Read the story *Each Orange Had 8 Slices* by Paul Giganti. Have the preschoolers discover how many pieces are in a whole orange. Discuss the color orange.

5. Have the preschoolers journal about healthy foods or Daniel's diet.

③

Science

The preschooler will be able to:

- Identify where foods are grown.
- Identify seeds.
- Label foods by smell.
- Grow lima beans.
- Classify foods.

1. Show the preschoolers **TH B** (Where fruits and vegetables grow). Put Velcro or magnetic strips on **TH B** and the backs of the foods. Have the preschoolers place them where they grow. Discover which foods are grown above ground or below ground.

2. Have the preschoolers match large seeds. Cut out the fronts of seed packets and glue them onto index cards. Tape a few of the seeds on the cards also. Place the remaining seeds in plastic resealable bags (secure the bags with tape) and have the preschoolers match the bags with the pictures. Discover visual discrimination by matching the seeds and what foods come from seeds.

3. Take turns blindfolding the preschoolers and having them identify slices of fruit by smell and taste. The preschoolers can compare different forms of the same food (raisins/apricots; apples/applesauce; plums/prunes; apricots/dried apricots; cherries/candied cherries; bananas/banana chips). Discover the variety of foods that come from the same food source.

4. Plant lima bean seeds in water-saturated cotton or paper towels and place them in plastic bags. Have the preschoolers observe the seeds sprouting. The preschoolers can measure the growth rate of the seeds each day using unifix cubes. Discover that seeds produce plants and that some foods come from plants. Sequence the growing process (seeds, plants, fruit).

5. Show the preschoolers various foods and ask them questions about each one (what color is it, where does it grow, what part of it do we eat, how can it be prepared, how can we eat it, etc.). Discover various aspects about different foods.

Preschool

198


Essentials

① Teach It: This section is designed for circle time or seat time. It gives you an opportunity to explore with the preschoolers important educational concepts that are vital for their cognitive development. Each section lists the objectives and then the activities. At least one activity is provided for each day.

2 Language: The activities in this section are derived from language skills that are necessary for the preschooler's understanding of early reading, writing, and listening concepts.

*The first activity is the “Sound It Out” phonemic awareness opportunity. This simple rhyme is designed to help the preschoolers recognize the sounds of letters.

*The second is a “trace” activity. (Use the reproducible in the Teacher’s Manual.) This will help the preschoolers practice printing letters, words, and/or numbers.

Teach It 

④

Social Studies

The preschooler will be able to:

- Describe farm life.
- Examine a map.
- Set a table.
- Pretend to be a baker or pastry chef.
- Discuss different ways of eating food.

1. Talk about life on a farm (the crops they grow, the animals they raise, the chores they do, etc.). Discover the importance of farms, and the steps it takes to get from farms, and the steps it takes to pick, pack, and ship food from the farm to the grocery store.
2. Show the preschoolers a map. Locate where different fruits and vegetables are grown (e.g., oranges in California and Florida; apples in New York; potatoes in Idaho and Maine; corn in Iowa, etc.). Discover the reasons these foods are grown in these areas.

3. Teach the preschoolers to set a table. Supply disposable table settings (spoons, forks, napkins, and paper plates). Explain that the plate goes in the center with the spoon to the right and the fork to the left. (You can draw a picture of a spoon and fork on the plate to indicate which side of the plate they are placed.)

4. Give each preschooler a small amount of play dough or cookie dough. Have them roll out the dough and use cookie cutters to cut out "cookies." Discuss the job of a baker or pastry chef.

5. Cook some rice. Give each preschooler a set of chopsticks. Discuss how different cultures eat food.

Math

The preschooler will be able to:

- Weigh foods.
- Measure foods.
- Estimate amounts.
- Add and subtract.
- Count to ten.

1. Use a balance scale to compare the weights of fruits and vegetables. Discover the differences and compare the weights.
2. Use unifix cubes to measure the length and width of fruits and vegetables. Discover how to measure a round object. (*Measure the circumference with string.*)
3. Estimate how many potatoes are in a five-pound bag or how many apples are in a bag. Discover the actual number by counting them.
4. Use popcorn to make up simple addition or subtraction problems. [E.g., Billy had two groups of popcorn. One group had two pieces of popcorn and the other had one piece of popcorn. Billy joined the two groups of popcorn. How many pieces of popcorn does Billy have in all? (*Three*).] [E.g., Have each preschooler count out four pieces of popcorn, then eat two pieces. How many pieces are left? (*Two*).] Discover that addition means more and subtraction means less.
5. Make number cards by writing numbers on index cards (1 to 10). Hold up a number card and have the preschoolers count out that many popcorn pieces to eat. Have the preschoolers arrange the cards using their ordinal positions (first through tenth).
6. Use ten empty, small milk cartons. Number them 1 to 10. Provide craft sticks for the preschoolers to count out and have them put that number of sticks in the milk cartons. Discover matching and one-to-one correspondence.
7. Shuck corn in the sensory table. Practice weighing the shucked corn on a preschool scale or balance scale.

⑤

Essentials

199

Preschool

3 Science: These activities are based on skills needed for an understanding of observing, comparing, classifying, measuring, discussing, reporting, and predicting.

4 Social Studies: These activities are based on skills needed for an understanding of geography, history, map reading, cultural awareness, and social studies.

5 Math: These activities are based on skills needed for an understanding of numbers and include the following: Ordering, one-to-one correspondence, counting, shapes, sorting, ordinality, grouping, adding, and subtracting.

See pages 11 and 12 for samples.

Using Essentials Preschool Curriculum

Explanation of Theme Map/Center Time

1

People Who Make Food
 Chef
 Baker
 Mom
 Dad
 Grandma and Grandpa
 Cooks

Food Groups/Servings
 Grains (6-11)
 Fruits (2-4)
 Vegetables (3-5)
 Dairy (2-3)
 Meat and proteins (2-3)
 Fats and oils (sparingly)

Food Places
 Grocery stores
 Restaurants
 Farms
 Trees
 Plants

Favorite Foods
 Pizza
 Spaghetti
 Lasagna
 Tacos
 Ice cream
 Hamburgers

Agricultural Map
 Oranges - California, Florida
 Apples - Washington, New York
 Potatoes - Idaho, Maine
 Corn - Iowa
 Wheat - Kansas

Nutrition

Food Sources
 Milk from cows
 Bacon from pigs
 Steaks from cows
 Nuts from trees and plants
 Eggs from chickens
 Cheese from milk from cows
 Fruits from trees and plants
 Vegetables from plants

2 Center Time

3 Art
 1. **Fruit and Vegetable Prints.** Cut some fruits and vegetables in half. Dip the halves in paint then press them on paper to make prints. Sing the "Veggie Rainbow" song. (See the Music & Movement Center.)
 2. **Food Painting/Prints.** Paint pictures of different fruits and vegetables or make vegetable prints. Discuss their colors.
 3. **Corn Cob Prints.** Have the preschoolers shuck corn by hand. Have them roll the corn on the cob in paint and then roll it on paper.
 4. **Food Collage.** Have the preschoolers look through magazines, cut out dairy product pictures and glue them on a picture of a cow.
 5. **Healthy Meal Plates.** Have the preschoolers cut out pictures of healthy foods from magazines and glue them on paper plates to make a healthy meal.
 6. **Cereal Jewelry.** Have the preschoolers string cereal on yarn for necklaces and on pipe cleaners for bracelets.

4 Block
 1. Have the preschoolers build a farm with blocks, plastic animals, and a garden made out of clay.
 2. Have the preschoolers make barn silos out of paper towel tubes and tape cone shapes on top.
 3. Have the preschoolers build grocery stores and restaurants.
 4. Provide a variety of empty food boxes that have been taped shut. Preschoolers could use the food boxes to build a pyramid. They will discover the bottom needs to be larger than the top. Discuss a pyramid shape.

5 Book
 Display a variety of books about nutrition and/or foods.
 Following are some suggestions:
 1. *Blackberries for Sale* by Robert McCloskey
 2. *Cloudy with a Chance of Meatballs* by Judi Barrett
 3. *Each Orange Had 8 Slices* by Paul Giganti
 4. *Eating the Alphabet* by Lois Ehlert

Preschool

200

Essentials

Center Time

6 Fun Foods
 Have the preschoolers help make the following foods:
 1. **Vegetable Soup.** As an extension to the story *Stone Soup*, have the preschoolers help prepare soup. Place a clean decorator glass stone in a Crock-Pot. Ask the preschoolers to bring in cans of vegetables (carrots, peas, corn, green beans, potatoes, and tomato juice). Open the cans and allow the preschoolers to put the vegetables in the Crock-Pot. Add the tomato juice and set the Crock-Pot on high to heat the soup. After heated through, serve.
 2. **Fruity Pizza.** Give each preschooler a dessert-sized sponge cake cup to use as pizza crust. Have the preschoolers spread Cool Whip topping or whipped cream over their crusts. The preschoolers can arrange assorted fruit slices over their pizzas.
 3. **Pigs in a Blanket.** Have the preschoolers roll Vienna sausages or small hot dogs in crescent roll dough. Use a microwave (cook about one minute) or toaster oven to bake them.
 4. **Butter.** Have the preschoolers pour 1/4 cup whipping cream into each of four baby food jars. Add a dash of salt and shake until butter forms. Pour off any liquid. Serve on bread or crackers.
 5. **Purple Cow Drink.** Have the preschoolers add the following ingredients to a blender and process until smooth. Serve immediately.
 3 cups of nonfat frozen yogurt
 1 cup of reduced-fat milk
 1/2 cup thawed frozen grape juice concentrate, undiluted
 1 1/2 teaspoons lemon juice

7 Dramatic Play
 1. Create a grocery store by providing empty food boxes, cans of vegetables, and plastic fruits and vegetables for the preschoolers to pretend to buy. Provide a toy cash register and play money. Bakers can be used for shopping carts.

8 Outdoor
 1. **Play Hot Potatoes.** Form a circle and pass the potato. When you say "Stop," the student holding the potato is in the pot or middle of the circle. Play until there are only two preschoolers left passing the potato. Say, "Stop!" The preschooler left holding the potato is the baked potato and is nice and hot.
 2. **Move a jump rope like a snake on the ground.** Have two preschoolers take turns jumping over the rope chanting, "One potato, two potatoes, three potatoes, four, five potatoes, six potato, seven potato, more!"

9 Reading & Writing
 1. Write the preschoolers' names on tag-board strips. The preschoolers can trace over their names with glue. Use a variety of nuts and seeds to outline their names.
 2. Have the preschoolers draw and tell about their favorite vegetable or fruit.
 3. Provide large fruit and vegetable cutouts for the preschoolers to create characters (e.g., Annie Apple, Perry Pumpkin). Have the students tell stories with their characters.
 4. Have the preschoolers look for the letter N, n in print (newsprint). Have them cut out the letter N, n, and glue them on the outline of a nut.
 5. Environmental print is a great way for young children to begin reading. Have the preschoolers bring in their favorite cereal boxes. Cut out the front of the boxes and make a class "Big Book." Punch holes in the cereal boxes and use rings to bind the book.
 6. Give the preschoolers alphabet cereal to find the letters in their names.
 7. Pour oats, salt, or cornmeal on cookie sheets or sensory trays. Let the preschoolers print their names in it using their fingers.

Essentials

201

Preschool

1 Theme Map: The map is a quick overview of ideas that could be developed to teach the theme. Some of the ideas have been developed in the *Teach It* section, some have been added to *Center Time*, but all are designed to spark your imagination to develop activities that will meet the preschoolers' individual needs.

2 Center Time: A variety of center suggestions are available. They may vary from theme to theme.

3 Art: These crafts and activities will encourage preschoolers' creativity.

4 Block: Ideas for building with blocks will reinforce theme concepts.

5 Book: This center lists books that pertain to the theme. Also, it includes fun ways to encourage reading that relate to the theme.

6 Fun Foods: Recipes, foods, and decoration ideas are designed to teach the preschoolers self-help skills while sparking their imaginations.

7 Dramatic Play: These ideas give the preschoolers a chance to role-play, make-believe, and create models.

8 Outdoor: Suggestions of games and activities are geared for the outdoors.


9 Reading & Writing: These tasks are designed to encourage the preschoolers to listen, read, and write about topics that they are interested in.

See pages 13 and 14 for samples.

Using Essentials Preschool Curriculum

Explanation of Center Time/Check It

① Sensory Table: These opportunities encourage preschoolers to touch, feel, or manipulate objects that pertain to the theme. Note: Dishpans or baking pans can be used to contain the items at sensory centers.

② Music & Movement: This center provides opportunities for the preschoolers to sing, practice gross motor activities, and interact socially. The first option refers to the song(s) that could be used from the CD  *Little Explorers Songs for Preschoolers*.

Little Explorers Songs for Preschoolers is included in the Teacher's Manual. This double-length CD includes 55 entertaining and upbeat songs—at least one for every Preschool theme. Each week's Music & Movement Center indicates the songs that reinforce the theme. The front of the Teacher's Manual also contains a complete list of songs and their corresponding themes.

③ Special Events/Field Trips: Suggestions of places to go, things to see, or special days to sponsor all relate to some aspect of the theme.

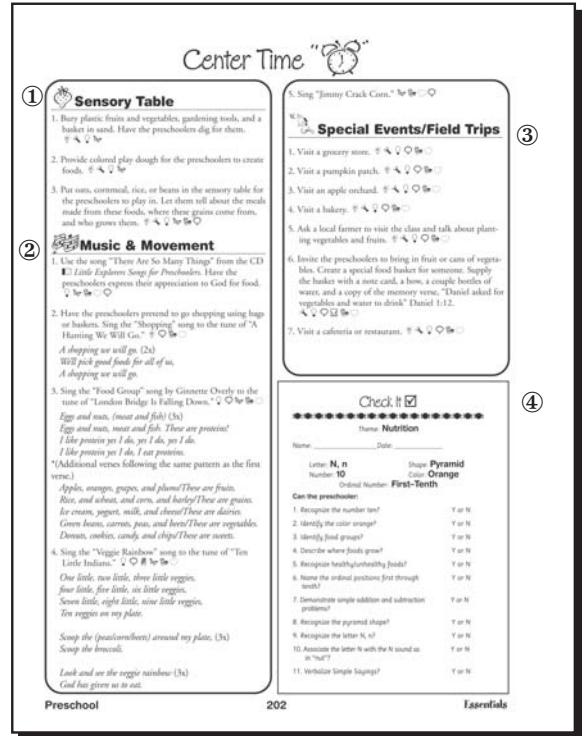
*The Games Center, Motor Skills Center, and the Puzzles Center are used occasionally.


Games: This center provides a list of group participation activities.

Motor Skills: These opportunities encourage the preschoolers to practice large muscle movements.




Puzzles: These ideas suggest how to use puzzles with the theme.

④ Check It: This is an assessment checklist of skills covered in the theme. The quarter page can be enlarged at 200% and duplicated to full-page size. You can make a copy for each preschooler to establish a running record of his or her progress.







Center Time 


① Sensory Table

1. Bury plastic fruits and vegetables, gardening tools, and a basket in sand. Have the preschoolers dig for them. 
2. Provide colored play dough for the preschoolers to create foods. 
3. Put oats, cornmeal, rice, or beans in the sensory table for the preschoolers to play in. Let them tell about the foods made from these foods, where these grains come from, and who grows them. 

② Music & Movement

1. Use the song "There Are So Many Things" from the CD  *Little Explorers Songs for Preschoolers*. Have the preschoolers express their appreciation to God for food. 
2. Have the preschoolers pretend to go shopping using bags or baskets. Sing the "Shopping" song to the tune of "A Hunting We Will Go." 
3. Sing the "Food Group" song by Gionette Christy to the tune of "London Bridge Is Falling Down." 

*Eggs and oats, (oats and fish) (3x)
Eggs and oats, meat and fish. There are proteins!
I like proteins yet I do, yet I do, yet I do.
I like proteins yet I do, I eat proteins.
(Additional verses following the same pattern in the first verse.)
Apples, oranges, grapes, and plums/These are fruits.
Rice, and wheat, and corn, and barley/These are grains.
For cream, yogurt, milk, and cheese/These are dairies.
Green beans, carrots, peas, and beets/These are vegetables.
Onions, onions, candy, and chips/These are sweets.*








4. Sing the "Veggie Waiatone" song to the tune of "Ten Little Indians." 

*One little, two little, three little veggies,
four little, five little, six little veggies,
seven little, eight little, nine little veggies,
Ten veggies on my plate.*

*Scrub the (potatoes/beans) around my plate. (3x)
Scrub the broccoli.*

*Look and see the veggie rainbow! (3x)
God has given us to eat.*

③ Special Events/Field Trips

1. Visit a grocery store. 
2. Visit a pumpkin patch. 
3. Visit an apple orchard. 
4. Visit a bakery. 
5. Ask a local farmer to visit the class and talk about planting vegetables and fruits. 
6. Invite the preschoolers to bring in fruit or cans of vegetables. Create a special food basket for someone. Supply the basket with a note card, a bow, a couple bottles of water, and a copy of the memory verse. "Daniel asked for vegetables and water to drink." Daniel 1:12. 
7. Visit a cafeteria or restaurant. 












④ Check It

Theme: **Nutrition**

Name: _____ Date: _____

Letter: **N, n** Shape: **Pyramid**
Number: **10** Color: **Orange**
Ordinal Number: _____ First-Tenth: _____

Can the preschooler:

1. Recognize the number ten? 
2. Identify the color orange? 
3. Identify food groups? 
4. Describe where foods grow? 
5. Recognize healthy/unhealthy foods? 
6. Name the ordinal positions first through tenth? 
7. Demonstrate simple addition and subtraction problems? 
8. Recognize the pyramid shape? 
9. Recognize the letter N, n? 
10. Associate the letter N with the N sound as in "nut"? 
11. Verbalize simple skip(s)? 

Preschool 202 Essentials

PASS (Preschool Activity Sheets) are pages found in the Preschool Activity Book. There are two **PASs** for every theme, and they are identified as **PAS 1** and **PAS 2**. Thumbnail pictures of them are inserted in the theme when they are used to complete an activity.

TTHs (Teacher Theme Helps) are reproducible pages found at the end of each theme. They may include patterns, puzzles, interactive sheets, etc. They are identified as **TTH A**, **TTH B**, **TTH C**, and **TTH D** for each theme.

See pages 15–19 for samples.

Supplement Teacher's Manuals with:

Each preschooler's assessment records, including the *Check It* sheets, can be stored in an *Essentials Preschool Skills File Folder*. The outside of the folder contains a convenient list of skills covered in the curriculum. Check off each skill as the preschooler masters it to have a handy, at-a-glance record of his or her progress. The *Essentials Preschool Skills File Folder* can be ordered through GPH (item #: 42-6117). Sold in sets of 10.

The *Essentials Preschool Lesson Planner* simplifies lesson planning with its ready-made categories and quick-reference numbering system. Teachers decide which of the activities listed in the lesson will best meet the needs of their students and write in the activities' numbers. Planner includes 52 pages—one for each week. It can be ordered through GPH (item #: 42-6116).

Theme Overview

Essentials Preschool contains 52 relevant themes with a corresponding Bible story and social emotional issue.



Theme	Bible Story	Social Emotional Issue (SEI)
	Alphabet	
Apples	God Created Food	Sharing
Big and Little	David and Goliath	Courage
Community Helpers	God Calls Samuel	Caring
Deserts	John the Baptist	Hope
Elephants	Noah's Ark	Obedience
Friendship	David and Jonathan	Friendship
Gardening	Good Soil/Bad Soil	Gentleness
Houses	The Builders	Respect for Property
I Am Special	Children Come to Jesus	Uniqueness
Jackets	Joseph's Jacket	Giving
Kings	David as King	Loyalty
Lions	Daniel in the Lions' Den	Bravery/Courage
Musical Instruments	Praise God with Music	Joy
Nutrition	Daniel's Diet	Overdoing It
Oceans	Jonah	Following Directions
People	Shadrach, Meshach, Abednego	Anger
Queens	Queen Esther	Courtesy (Manners)
Rainbows	Noah	Keeping Promises
Senses	Jesus Heals the Blind Man	Contentment
Transportation	Missionary Journeys	Talking to Others
Up and Under Things	Jesus' Ascension	Salvation
Vacations	Jesus Traveled	Adventure
Walls	Walls of Jericho	Cooperation
Boxes	Ark of the Covenant	Importance of Rules
Year (Seasons)	A Time for Everything	A Time for Everything
Zoo	God Made Animals	Respect for Animals

Theme Overview

Theme

Bible Story

Social Emotional Issue (SEI)

Holidays



Christmas

Jesus' Birth

Traditions



Earth Day

Creation

Respect for Environment



Easter

Jesus' Death and Resurrection

Happy/Sad



Father's Day

Lost Son

Forgiveness



Grandparent's Day

Naomi and Ruth

Learning from Others



Independence Day

Freedom from Egypt

Patriotism



Mother's Day

Mom Who Fed Elijah

Dependable



President's Day

Leaders and Kings

Honesty



Thanksgiving

Manna and Quail

Thankfulness



Valentine's Day

Good Samaritan

Love

Colors



Red

Wind and Fire (Day of Pentecost)

Patience



Orange

Moses and the Burning Bush

Listening



Yellow

Paul and the Bright Light

Appreciation



Green

Widow Who Gave Money

Generosity



Blue

Wind and Waves

Trust



Purple

Lydia Sells Purple Cloth

Helpfulness



Brown

Through the Roof

Problem Solving



Black and White

Lame Beggar Healed

Prayer

This & That



Books

The Bible, God's Book

Our Words



Communication

The Lord's Prayer

Prayer



Farm Animals

Lost Sheep

Self-Care



Frogs

Ten Plagues

Appropriate Behavior



Nighttime

Jacob's Dream

Attentiveness



Opposites

Jacob and Esau

Good/Bad



Shoes

Jesus Washes Feet

Serving



Trees

Zacchaeus

Confidence

Nutrition Daniel's Diet

Theme Focus Information:

Letter: N, n

Shape: Pyramid

Number: 10

Ordinal Numbers: First–Tenth

Color: Orange

SEI: Overdoing It

Notes to the Teacher:

This theme is about eating healthy foods. The food guide pyramid will be introduced and discussed. The preschoolers will begin to learn which foods are healthy and which ones are unhealthy. They will learn how God helped Daniel and his friends eat healthy food.

Skills for Success

The preschooler will be able to:

- ☺ Recognize the number ten.
- ☺ Identify the color orange.
- ☺ Identify food groups.
- ☺ Describe where fruits and vegetables grow.
- ☺ Recognize healthy/unhealthy foods.
- ☺ Name the ordinal positions first through tenth.
- ☺ Demonstrate simple addition and subtraction problems.
- ☺ Recognize the pyramid shape.
- ☺ Recognize the letter N, n.
- ☺ Associate the letter N with the N sound as in “nut.”
- ☺ Verbalize Simple Sayings.

Social Emotional Issue (SEI):

Overdoing It: We overdo it when we have too much of something. Too much of anything can be harmful. We can overdo it by eating too much, drinking too much, staying up too late, being around one person too much, being in one place too long, doing something too much, being too rough, etc.

1. Discuss appropriate amounts of foods using the food guide pyramid.
2. Show the students where food labels that tell the nutritional value of the food are located on food boxes.
3. Use a measuring cup to show the students a sample serving-size portion (half-cup measuring cup).
4. Practice quiet time. (Explain that there's a time for noise and a time for quiet.)

5. Discuss appropriate amounts of sleep and what happens when we don't get enough sleep.



Simple Sayings

- “Peas Porridge”
- “Peter, Peter, Pumpkin Eater “
- “Fish Alive”
- “Hot Cross Buns”



FYI

- “Asparagus was believed by the ancient Greeks and Romans to prevent bee stings and to relieve headaches.
- Banana clusters are called a ‘hand’; individual bananas are called ‘fingers.’
- Chocolate contains PEA (phenylethylamine), a natural substance that stimulates the same reaction in the body as falling in love.
- Coca Cola was originally green.
- Cheerios is often a child's first solid food; ten percent of all cereal sold in the US is cheerios.
- Gatorade got its name after the Gators, the University of Florida football team who first tested it.
- Ice cream was invented in China around 2000 B.C.
- Rice comes in over 15,000 different varieties.
- Tea is the most widely drunk beverage in the world, next to water.
- Termites are a delicacy in South Africa, roasted and eaten by the handful.
- Watermelon is not really one of America's favorite fruits; it is a vegetable.” (Recipes 4 Children)

Bible Time



Bible Story: Daniel's Diet

Objective: The preschooler will be able to

- Name vegetables and water as food and drink that God told Daniel to eat and drink to keep his body healthy.
- Tell that God gave Daniel wisdom and the ability to learn.

Concepts:

- God wants us to take care of ourselves.
- God wants us to be healthy.
- God wants us to follow Him.

Reference: Daniel 1:6–21

Memory Verse: Daniel said... 'Don't give us anything but vegetables to eat and water to drink.'

—Daniel 1:12



Bible Background

The Babylonian army took Daniel and other Israelites into captivity. This is after the time of King Solomon when the Kingdom of Israel was divided and many of the Jews were not serving God.

But Daniel was a godly man who prayed three times a day. He was a young man when he went to live in the king's palace. He was to be educated in the ways of the Babylonians. Daniel was always faithful to God.

Although he was probably best known for his night in the lions' den, today's story is about when the king asked him to eat the same foods as his servants. Daniel, Shadrach, Meshach, and Abednego chose not to do this because the food had been offered to idols. That is why Daniel made the agreement to have only vegetables and water for a ten-day duration. The vegetables were very high in protein and considered nutritious.



Say It

Use the rhyme to teach the Bible story.

Daniel was taken to a place far away.
Some friends were with him; they all had to stay.

In a place with a king who told them what to eat.
Food offered to idols, some wine, and some meat.

Daniel asked, "Please may I try something new?
It's healthier, it's better, and it's good for you, too!"

The king wasn't sure, but they could try it and then,
If they were stronger than his men, then they would win.

Vegetables and water for ten days was the diet,
Shadrach, Meshach, Abednego, and Daniel all tried it.

The four men were stronger than the rest you see.
Eating **nutritiously** was the way that it would be.

God cares what we drink and He cares what we eat.
He wants us to be healthy and strong every week.

Possible discussion questions:

1. Why didn't Daniel want to eat the king's food? (*It had been offered to idols.*)
2. What did Daniel and his friends do instead? (*They ate vegetables and drank water.*)
3. Who was healthiest? (*Daniel and his friends.*)

Bible Time



See It

Materials:

- ☐ **TTH A** (healthy/unhealthy foods)
- ☐ **PAS 1**
- ☐ Two brown paper bags
- ☐ Scissors
- ☐ Glue

Directions:

Color and cut out the pictures of Daniel and his friends from **PAS 1**. Glue them onto a brown paper bag labeled healthy foods. Next, color and cut out pictures of the weak, unhealthy servants from **PAS 1** and glue them onto another paper bag labeled unhealthy foods. Retell the story of Daniel and his diet. Define healthy foods as those that provide nutrients and vitamins for our bodies. Hand out pictures of healthy and unhealthy foods from **TTH A** (healthy and unhealthy foods) to preschoolers and have them sort them in the appropriate bags.



Touch It

Materials:

- ☐ **PAS 2**
- ☐ Scissors
- ☐ Glue

Directions:

Olga and Heather are two girls who eat very differently. Olga tries to eat healthy, while Heather prefers junk food and makes poor food choices.

Have the preschoolers cut out the pictures of the foods at the bottom of **PAS 2**. Have them place the healthy foods next to Olga and the unhealthy foods next to Heather. Discuss the story of Daniel's diet and how Daniel and his friends chose healthy foods.

(Option: You could have the preschoolers cut out the picture of the girls and glue or tape them to a piece of construction paper in the center. Then they can glue or tape the pictures of the foods that match them on the outside of the pictures.)



Do It

Materials:

- ☐ Small paper plates (28)
- ☐ Glue
- ☐ Pictures of foods
- ☐ Grain group (11)
- ☐ Vegetable group (5)
- ☐ Fruit group (3)
- ☐ Dairy group (4)
- ☐ Protein (3)
- ☐ Fats/sweets (2)
- ☐ **TTH D** (food guide pyramid) (optional)
- ☐ Crayons, scissors, and construction paper (optional)

Directions:

Use the plates to build a food group pyramid. Divide the preschoolers into food groups. Give each group a picture of a food in their food group to color and glue on a paper plate. Build the food pyramid on a wall or the floor by placing the plates in the appropriate order by food groups (bread group first, then vegetable/fruit, dairy, protein, fats). Discuss that God wants us to eat healthily. Review the story of Daniel and his diet. (Option: Have the preschoolers color the pictures on **TTH D** (food guide pyramid), cut them out, and glue them on pieces of paper in the correct order.)



Sing It

Sing the "Daniel's Diet" song to the tune of "Frere Jacques."

Daniel, Daniel (2x)

Ate good food. (2x)

He grew strong and healthy (2x)

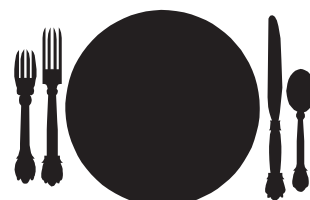
And pleased God, too. (2x)

Fruits and vegetables (2x)

Help us grow. (2x)

Water is helpful (2x)

To keep us strong. (2x)



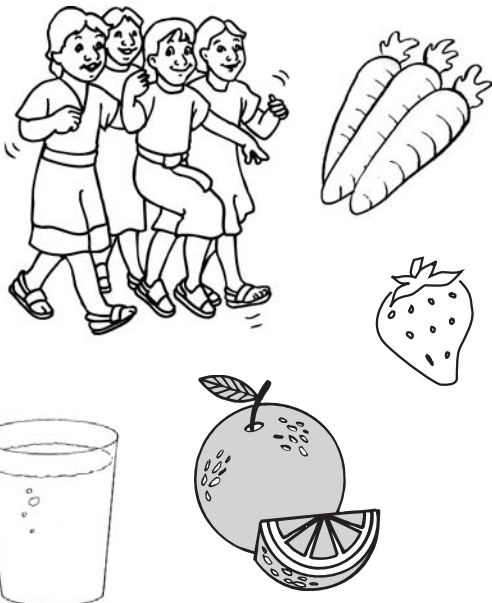


Language

The preschooler will be able to:

- Demonstrate phonemic awareness of the letter N, n.
- Print the letter N, n and the number ten.
- List words that start with the letter N.
- Answer questions about a story.
- Express ideas in a developmentally appropriate written form.

1. **Sound It Out:** “N says, n, n, n, n, nut. You can’t find me in a hut.” Discover the sound the letter N makes.
2. Use the reproducible tracer page to practice the letter N, n and the number ten. Have the preschoolers draw a picture of something that begins with the N sound or draw ten objects.
3. Have the preschoolers practice the N sound. Discover words that start with the N sound as in “nut” by creating a word wall with the letter N.
4. Read the story *Each Orange Had 8 Slices* by Paul Giganti. Have the preschoolers discover how many pieces are in a whole orange. Discuss the color orange.
5. Have the preschoolers journal about healthy foods or Daniel’s diet.



Science

The preschooler will be able to:

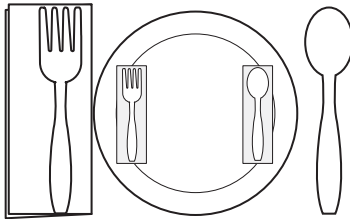
- Identify where foods are grown.
 - Identify seeds.
 - Label foods by smell.
 - Grow lima beans.
 - Classify foods.
1. Show the preschoolers **TTH B** (Where fruits and vegetables grow). Put Velcro or magnetic strips on **TTH B** and the backs of the foods. Have the preschoolers place them where they grow. Discover which foods are grown above ground or below ground.
 2. Have the preschoolers match large seeds. Cut out the fronts of seed packets and glue them onto index cards. Tape a few of the seeds on the cards also. Place the remaining seeds in plastic resealable bags (secure the tops with tape) and have the preschoolers match the bags with the pictures. Discover visual discrimination by matching the seeds and what foods come from seeds.
 3. Take turns blindfolding the preschoolers and having them identify slices of fruit by smell and taste. The preschoolers can compare different forms of the same food (raisins/grapes; apples/applesauce; plums/prunes; apricots/dried apricots; cherries/canned cherries; bananas/banana chips). Discover the variety of foods that come from the same food source.
 4. Plant lima bean seeds in water-saturated cotton or paper towels and place them in plastic bags. Have the preschoolers observe the seeds sprouting. The preschoolers can measure the growth rate of the seeds each day using unifix cubes. Discover that seeds produce plants and that some foods come from plants. Sequence the growing process (seeds, plants, fruit).
 5. Show the preschoolers various foods and ask them questions about each one (what color is it, where does it grow, what part of it do we eat, how can it be prepared, how can we eat it, etc.). Discover various aspects about different foods.



Social Studies

The preschooler will be able to:

- Describe farm life.
 - Examine a map.
 - Set a table.
 - Pretend to be a baker or pastry chef.
 - Discuss different ways of eating food.
1. Talk about life on a farm (the crops they grow, the animals they raise, the chores they do, etc.). Discover the importance of farms, the kinds of foods we get from farms, and the steps it takes to pick, pack, and ship food from the farm to the grocery store.
 2. Show the preschoolers a map. Locate where different fruits and vegetables are grown (e.g., oranges in California and Florida; apples in New York; potatoes in Idaho and Maine; corn in Iowa, etc.). Discover the reasons these foods are grown in these areas.
 3. Teach the preschoolers to set a table. Supply disposable table settings (spoons, forks, napkins, and paper plates). Explain that the plate goes in the center with the spoon to the right and the fork to the left. (You can draw a picture of a spoon and fork on the plate to indicate which side of the plate they are placed.)
 4. Give each preschooler a small amount of play dough or cookie dough. Have them roll out the dough and use cookie cutters to cut out “cookies.” Discuss the job of a baker or pastry chef.
 5. Cook some rice. Give each preschooler a set of chopsticks. Discuss how different cultures eat food.



Math

The preschooler will be able to:

- Weigh foods.
 - Measure foods.
 - Estimate amounts.
 - Add and subtract.
 - Count to ten.
1. Use a balance scale to compare the weights of fruits and vegetables. Discover the differences and compare the weights.
 2. Use unifix cubes to measure the length and width of fruits and vegetables. Discover how to measure a round object. (*Measure the circumference with string.*)
 3. Estimate how many potatoes are in a five-pound bag or how many apples are in a bag. Discover the actual number by counting them.
 4. Use popcorn to make up simple addition or subtraction problems. [E.g., Billy had two groups of popcorn. One group had two pieces of popcorn and the other had one piece of popcorn. Billy joined the two groups of popcorn. How many pieces of popcorn does Billy have in all? (*Three.*)] [E.g., Have each preschooler count out four pieces of popcorn, then eat two pieces. How many pieces are left? (*Two.*)] Discover that addition means more and subtraction means less.
 5. Make number cards by writing numbers on index cards (1 to 10). Hold up a number card and have the preschoolers count out that many popcorn pieces to eat. Have the preschoolers arrange the cards using their ordinal positions (first through tenth).
 6. Use ten empty, small milk cartons. Number them 1 to 10. Provide craft sticks for the preschoolers to count out and have them put that number of sticks in the milk cartons. Discover matching and one-to-one correspondence.
 7. Shuck corn in the sensory table. Practice weighing the shucked corn on a preschool scale or balance scale.

People Who Make Food

Chef
Baker
Mom
Dad
Grandma and Grandpa
Cooks

Food Groups/Servings

Grains (6-11)
Fruits (2-4)
Vegetables (3-5)
Dairy (2-3)
Meat and proteins (2-3)
Fats and oils (sparingly)

Food Places

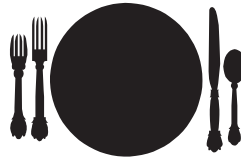
Grocery stores
Restaurants
Farms
Trees
Plants

Favorite Foods

Pizza
Spaghetti
Lasagna
Tacos
Ice cream
Hamburgers

Agricultural Map

Oranges = California, Florida
Apples = Washington, New York
Potatoes = Idaho, Maine
Corn = Iowa
Wheat = Kansas



Nutrition

Food Sources

Milk from cows
Bacon from pigs
Steaks from cows
Nuts from trees and plants
Eggs from chickens
Cheese from milk from cows
Fruits from trees and plants
Vegetables from plants

Center Time



Art

1. **Fruit and Vegetable Prints.** Cut some fruits and vegetables in half. Dip the halves in paint then press them on paper to make prints. Sing the "Veggie Rainbow" song. (See the Music & Movement Center.)
2. **Food Painting/Prints.** Paint pictures of different fruits and vegetables or make vegetable prints. Discuss their colors.
3. **Corn Cob Prints.** Have the preschoolers shuck corn by hand. Have them roll the corn on the cob in paint and then roll it on paper.
4. **Food Collage.** Have the preschoolers look through magazines, cut out dairy product pictures, and glue them on TTH C (picture of a cow).
5. **Healthy Meal Plates.** Have the preschoolers cut out pictures of healthy foods from magazines and glue them on paper plates to make a healthy meal.
6. **Cereal Jewelry.** Have the preschoolers string cereal on yarn for necklaces and on pipe cleaners for bracelets.



Block

1. Have the preschoolers build a farm with blocks, plastic animals, and a garden made out of clay.
2. Have the preschoolers make barn silos out of paper towel tubes and tape cone shapes on top.
3. Have the preschoolers build grocery stores and restaurants.
4. Provide a variety of empty food boxes that have been taped shut. Preschoolers could use the food boxes to build a pyramid. They will discover the bottom needs to be larger than the top. Discuss a pyramid shape.



Book

Display a variety of books about nutrition and/or foods.

Following are some suggestions:

1. *Blueberries for Sale* by Robert McCloskey
2. *Cloudy with a Chance of Meatballs* by Judi Barrett
3. *Each Orange Had 8 Slices* by Paul Giganti
4. *Eating the Alphabet* by Lois Ehlert






Center Time

5. *Green Eggs and Ham* by Dr. Suess
6. *Growing Vegetable Soup* by Lois Ehlert
7. *Supermarket* by Kathleen Krull
8. *The Tale of Peter Rabbit* by Beatrix Potter
9. *The Very Hungry Caterpillar* by Eric Carle
10. *Vegetable Soup* by Jeanne Modesitt
11. *Stone Soup* by Ann McGovern




Fun Foods



Have the preschoolers help make the following foods:

1. **Vegetable Soup.** As an extension to the story *Stone Soup*, have the preschoolers help prepare soup. Place a clean decorator glass stone in a Crock-Pot. Ask the preschoolers to bring in cans of vegetables (carrots, peas, corn, green beans, potatoes, and tomato juice). Open the cans and allow the preschoolers to put the vegetables in the Crock-Pot. Add the tomato juice and set the Crock-Pot on high to heat the soup. After heated through, serve. 
2. **Fruity Pizza.** Give each preschooler a dessert-sized sponge cake cup to use as pizza crust. Have the preschoolers spread Cool Whip topping or whipped cream over their crusts. The preschoolers can arrange assorted fruit slices over their pizzas. 
3. **Pigs in a Blanket.** Have the preschoolers roll Vienna sausages or small hot dogs in crescent roll dough. Use a microwave (cook about one minute) or toaster oven to bake them. 
4. **Butter.** Have the preschoolers pour 1/4 cup whipping cream into each of four baby food jars. Add a dash of salt and shake until butter forms. Pour off any liquid. Serve on bread or crackers. 
5. **Purple Cow Drink.** Have the preschoolers add the following ingredients to a blender and process until smooth. Serve immediately. 
 - 3 cups of nonfat frozen yogurt
 - 1 cup of reduced-fat milk
 - 1/2 cup thawed frozen grape juice concentrate, undiluted
 - 1 1/2 teaspoons lemon juice





Dramatic Play

1. Create a grocery store by providing empty food boxes, cans of vegetables, and plastic fruits and vegetables for the preschoolers to pretend to buy. Provide a toy cash register and play money. Baskets can be used for shopping carts. 

2. Create a restaurant for the preschoolers to play Preschool Café. Provide healthy menus by using pictures of foods from the five food groups. The preschoolers can pick healthy things to eat off the menu. (The menus may have pictures and words of healthy foods.) 
3. Supply aprons, cooking utensils, play dough, cookie cutters, cookie sheets, bowls, and rolling pins. Have the preschoolers pretend to be cooks or bakers. 

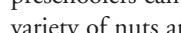
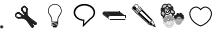




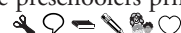


Outdoor

1. Play Hot Potato. Form a circle and pass the potato. When you say, "Stop," the student holding the potato is in the pot or middle of the circle. Play until there are only two preschoolers left passing the potato. Say, "Stop!" The preschooler left holding the potato is the baked potato and is nice and hot. 
2. Move a jump rope like a snake on the ground. Have two preschoolers take turns jumping over the rope chanting, "One potato, two potato, three potato, four, five potato, six potato, seven potato, more!" 
















Reading & Writing

1. Write the preschoolers' names on tag-board strips. The preschoolers can trace over their names with glue. Use a variety of nuts and seeds to outline their names. 
2. Have the preschoolers draw and tell about their favorite vegetable or fruit. 
3. Provide large fruit and vegetable cutouts for the preschoolers to create characters (e.g., Annie Apple, Perry Pumpkin). Have the students tell stories with their characters. 
4. Have the preschoolers look for the letter N, n in print (newsprint). Have them cut out the letter N, n, and glue them on the outline of a nut. 
5. Environmental print is a great way for young children to begin reading. Have the preschoolers bring in their favorite cereal boxes. Cut out the front of the boxes and make a class "Big Book." Punch holes in the cereal boxes and use rings to bind the book. 
6. Give the preschoolers alphabet cereal to find the letters in their names. 
7. Pour oats, salt, or cornmeal on cookie sheets or sensory trays. Let the preschoolers print their names in it using their fingers. 

Center Time











Sensory Table

1. Bury plastic fruits and vegetables, gardening tools, and a basket in sand. Have the preschoolers dig for them.    
2. Provide colored play dough for the preschoolers to create foods.    
3. Put oats, cornmeal, rice, or beans in the sensory table for the preschoolers to play in. Let them tell about the meals made from these foods, where these grains come from, and who grows them.     



Music & Movement





1. Use the song "There Are So Many Things" from the CD  *Little Explorers Songs for Preschoolers*. Have the preschoolers express their appreciation to God for food.    

2. Have the preschoolers pretend to go shopping using bags or baskets. Sing the "Shopping" song to the tune of "A Hunting We Will Go."   

A shopping we will go. (2x)

We'll pick good foods for all of us,

A shopping we will go.

3. Sing the "Food Group" song by Ginnette Overly to the tune of "London Bridge Is Falling Down."    

Eggs and nuts, (meat and fish) (3x)

Eggs and nuts, meat and fish. These are proteins!

I like protein yes I do, yes I do, yes I do.

I like protein yes I do, I eat proteins.

- *(Additional verses following the same pattern as the first verse.)

Apples, oranges, grapes, and plums/These are fruits.

Rice, and wheat, and corn, and barley/These are grains.

Ice cream, yogurt, milk, and cheese/These are dairies.

Green beans, carrots, peas, and beets/These are vegetables.

Donuts, cookies, candy, and chips/These are sweets.

4. Sing the "Veggie Rainbow" song to the tune of "Ten Little Indians."     

One little, two little, three little veggies,

four little, five little, six little veggies,

Seven little, eight little, nine little veggies,

Ten veggies on my plate.

Scoop the (peas/corn/beets) around my plate, (3x)

Scoop the broccoli.




































Look and see the veggie rainbow (3x)

God has given us to eat.

5. Sing "Jimmy Crack Corn."    



Special Events/Field Trips

1. Visit a grocery store.     
2. Visit a pumpkin patch.     
3. Visit an apple orchard.     
4. Visit a bakery.     
5. Ask a local farmer to visit the class and talk about planting vegetables and fruits.     
6. Invite the preschoolers to bring in fruit or cans of vegetables. Create a special food basket for someone. Supply the basket with a note card, a bow, a couple bottles of water, and a copy of the memory verse, "Daniel asked for vegetables and water to drink" Daniel 1:12.     
7. Visit a cafeteria or restaurant.     

Check It ☒



Theme: **Nutrition**

Name: _____ Date: _____

Letter: **N, n**

Shape: **Pyramid**

Number: **10**

Color: **Orange**

Ordinal Number: **First-Tenth**

Can the preschooler:

- | | |
|--|--------|
| 1. Recognize the number ten? | Y or N |
| 2. Identify the color orange? | Y or N |
| 3. Identify food groups? | Y or N |
| 4. Describe where foods grow? | Y or N |
| 5. Recognize healthy/unhealthy foods? | Y or N |
| 6. Name the ordinal positions first through tenth? | Y or N |
| 7. Demonstrate simple addition and subtraction problems? | Y or N |
| 8. Recognize the pyramid shape? | Y or N |
| 9. Recognize the letter N, n? | Y or N |
| 10. Associate the letter N with the N sound as in "nut"? | Y or N |
| 11. Verbalize Simple Sayings? | Y or N |

