

# Breakfast ABC's

**Pillar: Healthy Eating**

**Division: I**

**Grade Level: Kindergarten**

**Core Curriculum Connections: Language Arts**

## I. Rationale:

Children explore the importance of eating breakfast everyday and are introduced to a variety of healthy food and beverage options to incorporate into a well-balanced, nutritious breakfast. Using the Canada Food Guide, students learn about eating a variety of foods from all four food groups and how each food group helps their bodies in different ways. Students compile their learning by creating a classroom big book that describes healthy breakfast foods for every letter of the alphabet.

## II. Healthy Eating Pillar Objectives:

*Students will be able to:*

- identify a variety of healthy foods and beverage options that can be chosen for breakfast.
- name the four food groups and give examples of foods in each group.
- explain the importance of eating breakfast everyday to get the energy and nutrition they need to learn, think, and play.
- begin to identify the print names and spelling of certain breakfast foods

## III. Curriculum Outcomes: Language Arts

### Specific Outcomes (Kindergarten)

#### 2.1 Use Strategies and Cues

##### Use prior knowledge

- connect oral language with print and pictures
- expect print and pictures to have meaning and to be related to each other in print and other media texts

##### Use comprehension strategies

- ask questions and make comments during listening and reading activities

##### Use phonics and structural analysis

- begin to make connections among sounds, letters, words, pictures and meaning
- hear and identify sounds in words

##### Use references

- recite the letters of the alphabet in order
- copy scribed words and print texts to assist with writing

#### 4.1 Enhance and Improve

##### Expand knowledge of language

#### 4.2 Attend to Conventions

##### Attend to spelling

- hear and identify dominant sounds in spoken words
- connect letters with sounds in words

#### 4.3 Present and Share

### Enhance presentation

- use drawings to illustrate ideas and information, and talk about them

## IV. Materials:

- Pictures of a variety of culturally diverse breakfast food choices (i.e., whole grain breads, tortillas, cereals and other grains, fruit, vegetables, 100% fruit and vegetable juices, low-fat dairy products such as low-fat yogurt, cheese, milk, beans, lean meats, peanut butter, and so on)\*\*
- [The Canada Food Guide](#)
- two samples of foods that begin with the letter A for children to taste (i.e., applesauce and apricots)
- paper napkins
- plastic spoons
- plastic knife
- chart paper
- art supplies
- tape
- hole puncher
- yarn
- scissors
- radio or CD player and musical CD
- box or large yellow envelope
- paint brush
- white construction paper
- yellow and blue paint
- Alphabet Food List (one copy per child).
- *Making a placemat*: 8-1/2" by 14" pieces of paper, colors or magic markers, clear plastic stretch wrap or contact paper.

### **\*\*Teacher Preparation**

1. Collect an variety of pictures with healthy breakfast food choices for all of the food groups (an assortment of fruits and vegetables, ingredients for omelettes and 100% fruit and vegetable juices, whole grains, milk and milk products, and meat and alternatives) that correspond to as many different letters of the alphabet as possible. For example, Apples, Bananas, Cheerios, Dates, Eggs, French Toast, Granola, Ham, etc.
2. Label each food and beverage by writing its name on a sentence strip and displaying pictures on the wall.
3. Make another set of sentence strips for each of the foods posted on the wall. Cut the strips in half and hole punch the top of each strip. Make a necklace for each child by attaching yarn.

## V. Procedure:

### i. Activating:

1. As an introduction to the lesson, read the following poem aloud to your students incorporating your own actions.

## The Chickens

Said the first little chicken,  
With a strange little squirm,  
"I wish I could find  
A fat little worm."

Said the next little chicken,  
With an odd little shrug:  
"I wish I could find  
A fat little bug."

Said a third little chicken,  
With a small sigh of grief,  
"I wish I could find  
A green little leaf!"

Said the fourth little chicken,  
With a faint little moan,  
"I wish I could find  
A wee gravel stone."

"Now, see here!" said the mother,  
From the green garden patch,  
"If you want any breakfast,  
Just come here and scratch!"

1. Survey the students to determine how many of them have eaten breakfast this morning. Encourage them to share what they ate and volunteer some of their favourite breakfast foods. Discuss how they differ from the breakfast foods that the chickens wanted? Record their ideas on the board.

2. Ask students:

- What do you think of when you hear the word breakfast?
- What is an example of a breakfast food?
- What kinds of breakfast foods do you like to eat? Why?
- What might happen if you only ate your favourite food for breakfast every day?
- Why is it important to include foods from different food groups each morning?

### ii. Acquiring:

3. Gather children around the breakfast food pictures on the wall and explain that today they are going to be discussing healthy breakfast foods. Elicit student responses on the importance of eating breakfast asking them to provide reasons why it is so important to eat breakfast every morning. Build on their answers by emphasizing that eating breakfast gives your body the energy and nutrition you need to learn, think, grow, run, play and do all the things you like to do.

4. Next, read the book: *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert. This is an excellent picture book that introduces children to a wide variety of fruits and vegetables with bold, distinctive

illustrations of fruits and vegetables that correspond to each letter of the alphabet. First, show the children the cover of the book and read the title. Suggested pre-reading questions may include:

- What do you think it means to '*eat the alphabet*'?
- What kinds of pictures do you see on the front and back covers?
- What is the alphabet?
- What kinds of foods might be in this story?

5. While you read, point out the letter of the alphabet on each page. With the help of the students, name the fruits and vegetables in the book as you read the story, focusing on the beginning sound of each food.

Other possible questions to guide discussions during the reading:

- Who do you know that eats (name the fruit or vegetable)?
- Where do you get the (name the fruit or vegetable) you eat at your house?
- When do you eat (name the fruit or vegetable)?
- What does (name the fruit or vegetable) taste like?
- Is this (name the fruit or vegetable) big or little, crunchy or smooth, hard or soft etc?
- Does your mother cook (name the fruit or vegetable)?
- What is your favourite fruit or vegetable?

6. After reading the book, refer again to the pictures on the wall and discuss the different breakfast foods that are shown. Ask children if they can find a breakfast food that begins with the letter "A." Continue with each of the letters of the alphabet as appropriate (will vary depending on foods chosen). During the discussion, encourage children to use words to describe the different foods in terms of how they taste, smell, feel, look, and sound when they eat them.

7. Explain to children that it is important to eat foods from different food groups (grains, fruits and vegetables, milk products, and meats and alternatives/beans) every day so we have energy and nutrition to play, think, learn and grow.

8. Using the [Canada Food Guide](#), review the different food groups with students by explaining that there are five food groups. Foods that are similar are grouped together. Using the food pictures, help children sort and group the foods into the five different food groups. Write the name of each food group on chart paper, and make a list of foods or attach food pictures on the chart to create a visual display of the different groups. Display in the classroom for future reference.

9. Explain to children that food from each food group helps our bodies in different ways. If we only ate the same foods over and over again, we may not get all of the things that our bodies need in order to be healthy and strong (such as a variety of vitamins and minerals).

To demonstrate this fact, dip a paintbrush in some yellow paint and stroke it on to a sheet of white paper. Ask children what color they see. If you only used yellow paint over and over, what color would you get? What colors would you never see? Next, dip paintbrush in some blue paint and paint over the yellow. Ask students what color they see now? Explain that each color is special and unique. When these colors are mixed together they give us something new that we couldn't get by using just one color. This is like food. If we ate only bananas every morning but never ate yogurt or drank fruit juice, we wouldn't get all of the vitamins and minerals we need. Explain that this is why children it is so important to choose foods from all of the food groups so that they get the vitamins and minerals their bodies need, which help keep their eyes, hair, and skin healthy.

### iii. Applying:

10. Place Mat Activity: Use legal size paper (8-1/2' by 14") to make a place mat the children can take home. Explain that they are going to create their own unique healthy breakfast. Instruct students to choose foods and beverages from at least 3 different food groups to make a healthy and balanced breakfast. Have the students draw the three different foods on their place mats and then label them by copying the print off the board. Laminate the place mats so that they can be used at home. If time permits, additional breakfast foods could be drawn and labelled on the back as well.

11. Explain to children that every week, they are going to be able to try some breakfast foods from the different food groups. Beginning with the letter A, choose two breakfast foods that begin with that letter such as applesauce and apricots and allow children to taste them during snack time. (**Note**: Do not force children to try new foods and be sure to check with parents first for possible food allergies.)

12. After students taste the foods, encourage them to contribute a word or a picture that describes how one of the foods they tried tasted, smelled, looked, felt, and sounded as they ate it. Have them record their words and pictures on a large sheet of chart paper that has a large letter A written on it. When all children have added their ideas, put it aside. Make copies of the **Alphabet Food List** for children and have them take it home and share it with their parents.

13. Each week, focus on a new letter of the alphabet and choose two (when possible) foods that begin with that letter to taste. Invite them to continue making pages for each letter. \*Note: When you get to the letter "X" you will see that there is no food mentioned. For a fun activity, invite children to create their own special "X food", giving it a special name (that begins with the letter X), drawing a picture of it, describing the food using words and pictures in terms of what it smells like, how it feels, what it tastes like, and how it sounds when you eat it. Recommendations for eating it would also be a fun addition. When you reach the end of the alphabet, bind pages together to form your own class **Breakfast Alphabet Big Book**. Read the book with children, allowing them to share their contributions on each page. Review the importance of eating breakfast to grow up healthy and strong, and to have the energy and nutrition they need to run, play, think and learn every day.

## VI. Extensions and Variations:

### Musical Necklaces:

- Provide each student with a breakfast food word necklace to wear. On your signal, have children safely move around the room to music. When you stop the music, have children look around the room to find another child who is wearing a word (or letters) that when put together with their word or letters, forms the name of a breakfast food. When they think they have made a word, the pair of children may sit down. **Note**: The ease or difficulty of the words on the necklaces will depend on the skill level of the class. You may want to display short simple foods/beverages such as egg, juice, bread. If the class is ready for compound words, you may include foods like watermelon and strawberries. Continue playing music and having children move, looking for their word matches until all or most children are in a pair. Gather together and have pairs of children present their word to the class. If the children did not successfully form the correct word, ask the other children to help. When all words have been formed, ask pairs to draw a picture of their breakfast food and to write (or dictate) one or two sentences that describes why eating this food for breakfast is a fun and important thing to do. Place word strips in a box or envelope and leave at your language center for children to use on their own. Alone or in pairs, children can see how many words they can recognize and form. When they are done, have them place the strips back in the container so they are ready for other children to use.
- Have students take home the Alphabet Breakfast Food List to reinforce their learning at home.

- Students could also take home the Fruits and Vegetables chart to put on their fridge at home as a reminder choose a variety of fruits and vegetables throughout the week.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Alphabet Breakfast Food List**

Here is a list of breakfast foods that can be eaten for breakfast. Share these with your parents.

- A – apples, apricots, artichokes, asparagus, avocado, apple juice
- B – bananas, burritos, brown bread (whole grain), bagel, blueberries
- C – carrot juice, corn bread or muffin, cereal (whole grain), cherries, cheese (low-fat), cantaloupe, cottage cheese
- D – dates, dried fruit
- E – eggs, English muffins
- F – fish (Salmon, trout), frittata, French toast, figs
- G – grapes, grape juice, grapefruit, green bell peppers
- H – honeydew melons, hot cereals
- I – ices made from fruit or fruit juice
- J – 100% fruit and vegetable juices, jelly
- K – kiwifruits
- L – low-fat granola and breakfast bars, low-sugar jelly, low-fat cream cheese, lettuce
- M – mangoes, muffins, (low-fat) milk
- N – nuts (almonds, walnuts, pecans), nectarines
- O – oatmeal, oranges, orange juice
- P – pineapple, pancakes, peanut butter, papayas, plums, peaches, potatoes, pita bread
- Q – quick oats
- R – raisin bread, raspberries, rice, refried beans, ricotta cheese (part-skim), red bell peppers
- S – spinach, strawberries, salsa
- T – tangerines, turkey bacon or sausage, tomatoes, tortillas, tomato juice
- U – ugli fruit
- V – Valencia orange, vegetable juice
- W – watermelon, waffles
- X – If you find one, insert it here!
- Y – yogurt (low-fat)
- Z – zucchini



# Fruits and Vegetables

**kiru**  
join us



**Draw a picture  
of a fruit or  
vegetable you  
can eat each day  
of the week.**

**Sunday**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Saturday**