

Healthy Foods Collage



Suggested Group Size

Small Group

Objective(s)

The children will identify and name some healthy foods.

Activity

Children will make a collage of healthy foods using pictures from magazines, grocery store ads, and brochures.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- I. Physical Development
 - A. Health and Wellness
 - A.10 Makes healthy food choices

Materials

- A piece of construction paper for each child
- A variety of pictures of healthy foods (e.g., magazines, grocery store ads)
- Scissors
- Glue
- Book: *Good Enough to Eat: A Kid's Guide to Food and Nutrition* by Lizzy Rockwell
 - Supplemental Book(s):
 - How to Teach Nutrition to Kids* by Connie Liakos Evers (Teacher Resource)

Why Must I... Eat Healthy Food?
by Jackie Gaff

Healthy Choices: Lunch Box Food
by Sharon Dalglish

Healthy Choice: Fast Food by
Sharon Dalglish

Healthy Choice: Snack Food by
Sharon Dalglish

Healthy Choice: Party Food by
Sharon Dalglish

Eat Healthy, Feel Great by
William Sears

Procedures

1. Introduce the lesson by reading the book *Good Enough to Eat: A Kid's Guide to Food and Nutrition* by Lizzy Rockwell or *Eat Healthy, Feel Great* by William Sears.
2. Talk to children about the healthy foods mentioned in the book. Ask them why we should eat healthy foods.
3. Provide each child with glue, scissors, and a piece of construction paper.
4. Allow the children to look through the brochures, magazines, and grocery store ads for pictures of healthy foods.
5. The children should identify each picture as a healthy food before they cut out it. Then they may glue the pictures onto their piece of construction paper.
6. When the children are finished gluing their pictures on the construction paper ask them one at a time to name and to point to the picture of each food item on their paper.
7. Assist the children as needed with naming each picture.
8. Write the name of each food selected below the picture.
9. Hang the collages up around the room.

Adaptations

- Assist children who experience difficulty cutting, as needed during the activity.
- Use verbal, visual, and physical cues to help children know what to do.

Extensions

- Provide an assortment of foods in dramatic play area for further comparisons.
- Give children access to pictures showing basic feelings/emotions during center time.
- Set up a restaurant or grocery store in the dramatic play area.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- identifying and naming some healthy foods as they cut them out and place them on their collage.
- sharing their collage with a friend and naming the healthy foods on it.



Related Standards for Four-Year-Olds

- **I. Physical Development**
 - **D. Fine Motor Development**
 - **D.1.** Demonstrates increasing control of small motor muscles to perform simple task
 - **D.2.** Uses eye-hand coordination to perform fine motor tasks
 - **D.3.** Shows beginning control of writing by using various drawing and art tools with increasing coordination

- **III. Social and Emotional Development**
 - **B. Relationships**
 - **B.b. Peers**
 - **B.b.1.** Interacts with and develops positive relationships with peers

- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.1.** Increases knowledge through listening
 - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
 - **F. Emergent Reading**
 - **F.4.** Demonstrated comprehension of text read aloud
 - **F.4.a.** Child retells or reenacts story after it is read aloud.