

## CALIFORNIA HEALTH STANDARDS

- K/1.4.N** Recognize the importance of a healthy breakfast.
- K/4.1.N** Explain how to ask family members for healthy food options.
- K/7.2.N** Plan a nutritious breakfast.
- G1/2.1.P** Explain how family and friends influence positive health practices.
- G1/4.3** Explain that nutritious food provides energy for alertness and mental concentration.

- G2/1.3.N** Discuss the benefits of eating a nutritious breakfast every day.
- G2/4.1.N** Demonstrate how to ask family members for healthy food options.
- G2/5.1.N** Use a decision-making process to select healthy foods.
- G2/5.2.N** Compare and contrast healthy and less healthy food choices for a variety of settings.

# WAKE UP! POWER UP!

## CONCEPT REVIEW

Review the benefits associated with eating a healthy, well balanced breakfast that includes a fruit and/or vegetable: fuels the body with nutrients, provides energy for morning play, gets children ready to learn, and helps keep a healthy body weight.

*Please see reverse for more information on this topic.*



## KEY VOCABULARY

- Energy – the ability to do work or play without feeling tired
- Vegetable – a plant you can eat
- Fruit – food that grows on trees and plants and often tastes sweet
- Nutrients – parts of food that children and animals need to live and grow

## ACTIVITIES:

Read *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert. Teacher will review the importance of eating a healthy balanced breakfast using the discussion starters:

- What are your favorite fruits and veggies?
- What is your favorite fruit for breakfast?
- Have you ever eaten vegetables for breakfast?
- Can you give an example of a sugary cereal?

- Can you give an example of a healthy cereal?
- Can you eat dinner foods for breakfast?

Have students color the rainbow coloring sheet according to rainbow colors. Have students match pictures of fruits and vegetables from Dairy Council materials to rainbow colors on their sheet.

For additional activities, visit [www.healslo.com](http://www.healslo.com).



# MORE INFORMATION...

## ABOUT NUTRITION *for children*

### WRAP-UP/HOMEWORK

Students will ask parent for help making a healthy breakfast together with fruit or vegetables. Students will draw and/or write down the name of the fruit or vegetable they ate.

### BACKGROUND: NUTRITION

#### Having a balanced breakfast is important for:

- **Energy** for play and active learning/participation in class
- **Nutrients and fiber** (emphasize eating the colors of the rainbow for variety)
  - Red:** bell peppers, tomatoes, strawberries
  - Orange:** carrots, yams, mango, oranges
  - Yellow:** Bananas, pears, pineapple, corn
  - Green:** spinach, broccoli, peas, asparagus, kiwi, leafy greens
  - Blue/purple:** blueberries, eggplant

#### A well balanced breakfast includes:

- 1 or more fruit or vegetable choice
- 1 unrefined grain choice (whole grain)
- 1 protein and/or dairy choice (egg, beans, nut butter, milk, yogurt, cheese)

Children need to consume 1 1/2–2 cups of both fruit and vegetables every day. (100% juice with no added sugars can meet part of this requirement. Children should not consume more than 6 ounces a day.)

Fruits and vegetables provide important vitamins, minerals, and fiber difficult to find in other foods.

### RESOURCES

- 5 A Day: [www.dole5aday.com](http://www.dole5aday.com)
- USDA: [www.myramid.gov](http://www.myramid.gov)
- California Cooperative Extension
- For local produce, visit: [www.centralcoastgrown.org](http://www.centralcoastgrown.org).

### Dairy Council of California Nutrition Education Curriculum:

- **Kindergarten:** Building a Healthy Me, LESSON 3: Off To A Good Start
- **1st Grade:** Healthy Choices, Healthy Me, LESSON 8: Build Your Breakfast
- **2nd Grade:** Healthy Choices, Healthy Me, LESSON 5: What's For Breakfast

### READING LIST

- *Eating the Alphabet: Fruits and Vegetables from A to Z*, by Lois Ehlert
- *I Will Not Ever Never Eat a Tomato* by Lauren Child
- *Growing Vegetable Soup* by Lois Ehlert