Healthy Start
For Life

For Preschool and Daycare Providers

Activities for Promoting Healthy Eating
For Young Children
Healthy Start for Life

Table of Contents

Goals and Objective i

Building Your Own Box of Nutrition Education Tools ii

Kit Evaluation iii

Section 1: Learning About Food: Best Practices for Teaching Preschoolers

Best Practice in Nutrition Education 1.1
Developmentally Appropriate Food and Nutrition Skills for Young Children 1.2
Cooking with Children: Kids in the Kitchen 1.3
Preschoolers’ Food Handling Skills – Motor Development 1.4
Cooking and Learning Together 1.5

Section 2: Safety First

Hand Washing 2.1
Hurts and Hazards – Kids, Kitchen Accidents and Safety 2.2

Section 3: Caregivers – Check Your Food and Activity Habits

Are Your Food and Activity Choices on Track? 3.1

Section 4: Food Activities

Suggested Activities with Resources Provided 4.1
101+ Snack Time Ideas 4.2
Educational Activities
Concentration 1
Colour 1
Lids 1
Can You Taste the Colour 1
What Shapes are Foods? 1
Compare Sizes 1
Smell 2
Teaching Pouring and Measuring Skills 2
Kitchen Gardens 2
Experiment with Growing 2
More to Do with Plants 2
A Planting Song 3
Talk with Children about Eggs and Milk 3
See How We Grow 3
The Food System 3
Where Does Food Come From? 3
Grocery Store Dramatic Play 4
Restaurant Dramatic Play 4
Felt Board Activities 4
How does Your Garden Grow? 5
Puzzles 5
Water 5
Grains 5
Soup Pot Game 9
Grow an Avocado Plant 10

Educational Recipes
Pilgrim Pudding 5
Tabouli 6
Zucchini Muffins 6
Zucchini Bread 6
Gazpacho 6
Fresh Vegetables and Dilly Dip 6
Indian Corn Pudding 6
Potato Pancakes (Latkes) 7
Corn Tortillas 7
Beef Burrito 7
Flour Tortillas 7
Macaroni Salad 7
Homemade Granola 8
Shake a Pudding 8
Triceratops Pops 8
It's Me Salad 8
One Bowl French Bread 8
 Pretzels 9
Pizzas 9
Fruity Dip 9
Guacamole Dip 10
Hummus 10
Creature Crackers 10

Nutrition Activities
Food Families 11
Food Family Sort 11
More Food Sorting 11
The Vegetable Song 11
Why Do We Eat Fruits and Vegetables? 11
Ideas for Puppet Shows and Skits 11
Food Group Pyramid Boxes 12
Food Container People 12
More Felt Board Activities 12
Stirring the Pot Game 12
Food Mobile 12
More About Field Trips 13
Hop Up to Good Health 13
Food Bingo 13
New Food Treasure Hunt 14
Nutrition Fishing 14
Spud and Spoon Race 14
What Food am I? 14
Toss a Food Group 14
Veggie Tasting Game 15

Nutrition Recipes
Spinach Surprise Dip 14
Yogurt Sundaes 15
Orange Fruit Salad 15
Frozen Banana Pops 15
Cheese-Wheat Snacks 15
Homemade Applesauce 15
Banana Crunch Pops 15
Rice Pudding 16
Snow Waffles 16
Macaroni Salad 16
Ambrosia Shake 16

Sensory Activities
Teach Children to Eat Healthfully 17
Hear It 17
Feel It 17
Taste It 17
Vegetable Rainbow 18
Mixing Foods by Hand 18
Favourite Family Foods 18
Table Talk 18
Scoop Out a Pumpkin 18
Finger Lickin’ Snacks 18
How Do You Like Your Carrots? 19
Touch and Size 19
Spice Traders 19
Cooking Means Changes 19
More about Temperature 19
What Shapes are Foods? 19
Eating Colours 19
Natural Dyes 20
Talk about Favourite Snacks 20
Shopping Spree 23
Grocery Helpers 23
Guess the Food 24
How Bodies Grow 23
Food Makes Bodies Grow 23
Pets Grow Too 24
Potato Sampler 24
Books and Stories about Food 24
Talk about Favourite Snacks 25

Sensory Recipes
Dried Apple Rings 20
Juicy Finger Blocks 20
Sweet Carrot Sticks 20
Fruit Leather 21
Muffins 21
Purple Cow 21
Pink Defiled Eggs 21
Iron-a-Sandwich 21
Golden Gelatin Eggs 22
Rounds 22
Celery Vehicles 22
Peanut Butter 22
Peach Yogurt 22
Grape Punch 22
Celery Logs 22
Cheese Toast 22
Crunchy Critter Cookies 23
Peach Crisp 23
Watermelon Popsicles 23
Toasted Sunflower Seeds 23
Fruit Dip 24
Peanutty Burrito Rolls 24
Vegetable Soup 25
Frozen Waffle Treat 25
Glazed Carrot Wheels 25

Section 5: Coloring Sheets

5-A-Day The Color Way Coloring Sheets 5.1

Section 6: FAQ’s on Feeding Children

How Can I Deal With Some Common Toddler and Preschooler Feeding Issues? 6.1
What Should a Toddler or Preschooler Eat? 6.2
How Can I Support and Encourage by Toddler or Preschooler To Eat Well? 6.3
How Can I Help My Active Preschooler Eat Well On the Run? 6.4
My Preschooler is Active Enough – Why Do I Need to Worry About Physical Activity? 6.5
How Much Physical Activity Do Toddlers and Preschoolers Need? 6.6
What Kinds of Physical Activities are Appropriate for Preschoolers? 6.7
How Can I Support and Encourage My Preschooler To Keep Physically Healthy? 6.8

Section 7: Additional Activities

Mystery Food Activity 7.1
Creating a Peanut Butter Sandwich 7.2
Use Posters to Decorate
Make Your Own Flour
Cut and Paste Magazine Pictures
Classify Fruits and Vegetables
Vegetable Soup
Cooperation Soup, Cooperation Salad
Learn About Grains
“Do You Know the Muffin Man?”
Shake a Pudding
Tasting Party
Broiler Sandwich
Design a Sandwich
What’s for Snack
Make a Sandwich Filling
Fruit and Vegetable Display
Play Restaurant
Scrambled Eggs
Pretend Your Popcorn
Nature Walk
Ring Toss, Bean Bag, Racket and Hoop Games
More Ring Toss
Bean Bag Activity
Racket and Hoop Games

Food Discussion Questions 7.3
Create a Collage
Where Do I Eat My Meals and Snacks?
Learning About Each Food Group
Food Themes
Halloween Theme – P is for Pumpkin
Halloween Pancakes
Pumpkin is From the Vegetable and Fruit Group
Pumpkin Song List
Pumpkin Poem
P is for Pumpkin Coloring Sheet

Section 8: Nourishing Children With Books

Nourishing Children With Books 8.1
Healthy Start for Life Book List 8.2
Children’s Books That Encourage Healthy Eating 8.3
Nutrition Books for Preschoolers 8.4

Section 9: Parent Handouts

Healing Your Toddler to Eat Well: Sharing the Responsibility 9.1
Meal and Snack Ideas for Your Toddler 9.2
How to Build a Healthy Preschooler 9.3
Smart Snacks to Fuel Your Body 9.4
The ABC’s of Feeding Preschoolers 9.5
Parent Handouts 9.6

Breakfast Breakaway
Much a Lunch
Smart Snacks
Fast Food … Relaxed Eating
Nutrition: Out of School Care
Childcare Menu Blank Form
Sample Childcare Menus
Recipes – Food Flair for Childcare

Section 10: Health Canada Resources

Canada’s Guide to Healthy Eating and Physical Activity 10.1
Canada’s Food Guide to Healthy Eating 10.2
Canada’s Food Guide to Healthy Eating – Focus 10.3
On Preschoolers: Background for Educators and Communicators 10.3
Healthy Start for Life

Goals and Objectives

Research indicates that the foods toddlers and preschoolers are exposed to and recognize, are the foods they are more likely to eat and enjoy.

Healthy Start for Life is rich in resources, which will:

- Help parents and childcare providers learn more about the nutrition and physical activity needs of preschoolers
- Suggest activities that promote positive attitudes towards healthy eating and active living
- Provide strategies to help tackle common preschool feeding issues, plan meals, and keep preschoolers active
- Help prevent childhood obesity, diabetes and other health problems in later life.

Healthy Start for Life, Activities Promotion, Healthy Eating and Active Living for Young Children was developed through a partnership of Vancouver Coastal Health, North Shore Community Resources – Child Care Resource Program and Dietitians of Canada. Funded by the Ministry of Children and Family Development.

Margaret Broughton, MSc, RD, Community Nutritionist, Vancouver Coastal Health created the manual and activity box. Dawn Lavender provided the desk-top publishing. Betty Holmes, RD, Community Nutritionist coordinated the project.

October 2005
Healthy Start for Life Box

Build Your Own Box of Nutrition Education Tools

These are some of the resources in the Preschool Nutrition Kit at North Shore Community Resources – Child Care Resource Program in North Vancouver. The kit is available for loan.

<table>
<thead>
<tr>
<th>Where to Purchase</th>
<th>Item</th>
<th>Cost (inc. tax)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walmart</td>
<td>Plates, glasses, utensils @ 17.77</td>
<td>$20.25</td>
</tr>
<tr>
<td>Michael’s</td>
<td>Velco, Easy Felt, foam @ 33.64</td>
<td>38.34</td>
</tr>
<tr>
<td>Indigo</td>
<td>Very Hungry Caterpillar @ 14.99</td>
<td>52.36</td>
</tr>
<tr>
<td></td>
<td>Pancakes, Pancakes @ 11.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Everything Grows @ 21.95</td>
<td></td>
</tr>
<tr>
<td>Kidsbooks in the Village</td>
<td>Bread and Jam for Frances @ 8.99</td>
<td>9.62</td>
</tr>
<tr>
<td></td>
<td>Life Cycle of a Chicken @ 10.35</td>
<td>11.07</td>
</tr>
<tr>
<td>Kidsbooks in the Village</td>
<td>Bean @ 8.10</td>
<td>36.58</td>
</tr>
<tr>
<td></td>
<td>Food For Thought @ 17.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How Are You Feeling @ 8.09</td>
<td></td>
</tr>
<tr>
<td>Kidsbooks in the Village</td>
<td>Eating the Alphabet @ 8.95</td>
<td>39.86</td>
</tr>
<tr>
<td></td>
<td>Life Cycle of an Apple @ 10.35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yoko @ 17.95</td>
<td></td>
</tr>
<tr>
<td>BC Dairy Foundation</td>
<td>Food Pictures, Extended @ 15.00</td>
<td>21.05</td>
</tr>
<tr>
<td>Province of Ontario</td>
<td>Have a Ball Toolkit @ 32.00</td>
<td>37.00</td>
</tr>
<tr>
<td>Chapters</td>
<td>Little Kenny in the Kitchen @ 8.98</td>
<td>16.55</td>
</tr>
<tr>
<td>Kidsbooks in the Village</td>
<td>Life Cycle of a Sunflower</td>
<td>10.69</td>
</tr>
<tr>
<td>Wintergreen</td>
<td>Food models</td>
<td>99.00</td>
</tr>
</tbody>
</table>
Healthy Start for Life Box

Activities for Promoting Healthy
Active Living Habits For Young Children

Evaluation

Date: _______________ Name: _______________ School: _______________

Please write down the name of the activity you used and then rate its overall effectiveness. In the third column, note any comments or suggestions you have for improvements.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Was the format of this kit easy to understand and use? Yes No

Please give suggestions for improvement: ____________________________________________

___________________________________________________________

___________________________________________________________

2. Do you have any suggestions for activities or resources that should be added to this kit?

___________________________________________________________

___________________________________________________________

Please mail or fax this form to Margaret Broughton, Community Nutritionist, West Community Health Centre, 990 22nd Street, West Vancouver, BC V7V 4C2, Fax: 604-990-6262
Section 1.1

Best Practice In Nutrition Education
The best methods and activities for helping preschoolers learn to enjoy a variety of healthy food focus on multi-sensory activities, as well as opportunities for tasting and exploring many foods. This strategy is developmentally appropriate for this age group and is supported by the research literature. Nutrition educators (U.S. Dept. H.H.S., 1992) and other researchers have found that everyday participation in food experiences is one of the best ways to teach children about food and nutrition (Battle & Backwell, 1981; Berenbaum, 1986; Briley & Roberts-Gray, 1994; Bryd-Bredbenner et al, 1993; Phillips, 1983). Children develop food and nutrition related attitudes, behaviors, and preferences during the preschool years (Birch & Sullivan, 1991). With the exception of an innate preference for sweet tastes and a dislike for bitter tastes, research suggests that humans acquire and modify their food preferences based on individual experience, primarily during early childhood (Birch, 1998). Repeated exposure (as many as 8 to 15 times) to new foods in a positive environment has been shown to increase acceptance in children, while limited exposure to variety seems to limit food preference development (Birch, 1998). Research studies have also demonstrated that early food choices are predictive of adult food preferences (Pliner et, 1993; Rozin & Vollmecke, 1986).


**References**


Section 1.2

Developmentally Appropriate Food and Nutrition Skills for Young Children

(For more information visit this website: www.ext.vt.edu/pubs/preschoolnutr/348-651/348-651.html)
Insert: Developmentally Appropriate Food and Nutrition Skills for Young Children
348-651.pdf

Website: www.ext.vt.edu/pubs/preschoolnutr/348-651/348-651.html
Section 1.3

Cooking With Children: Kids in the Kitchen

(For more information visit this website: www.nncc.org/Curriculum/fc46_cook.kids.html)
Children learn by touching, tasting, feeling, smelling and listening. They love to help prepare food and cook because they can use all their senses. Children like to eat the foods they make. Plan ways the children in your care can help you. Be sure to consider the age of the child.

**Two-year-olds** are learning to use the large muscles in their arms. They will enjoy activities such as:

- scrubbing vegetables and fruits
- wiping tables
- dipping vegetables and fruits
- tearing lettuce and salad greens
- breaking bread for stuffing
- snapping fresh beans

**Three-year-olds** are learning to use their hands. Try activities such as:

- pouring liquids into a batter
- mixing muffin batter
- shaking a milk drink
- spreading peanut butter on firm bread (This may be messy!)
- kneading bread dough

**Four- and five-year-olds** are learning to control smaller muscles in their fingers. Offer them experiences such as:

- rolling bananas in cereal for a snack
- juicing oranges, lemons, and limes
- mashing soft fruits and vegetables
- measuring dry and liquid ingredients
- grinding cooked meat for a meat spread
- beating eggs with an egg beater
IMPORTANT POINTS TO REMEMBER:

1. Good cooks of all ages always wash their hands before cooking.
2. Tell children to wait until the dish is done before sampling it. This will help prevent illness.
3. Expect spills and messes.
4. Children have short attention spans. Give them quick, simple jobs, and give instructions one at a time.
5. Children get excited and forget. Repeat directions as often as needed.
6. Young cooks need constant supervision.
7. Give children jobs to help with cleanup.

RECIPES FOR HELPING HANDS

ONE-BOWL FRENCH BREAD

Children love to knead and shape dough. Allow plenty of time for the children to do as many tasks as possible.

3 to 3 ½ cups unsifted flour
1 package dry yeast
4 teaspoons sugar
1 ½ teaspoon salt
2 tablespoons soft margarine
1 ½ cups very hot water (105 – 115 F)

Combine 1 cup flour, sugar, salt and undissolved dry yeast in a large bowl. Mix thoroughly. Add margarine. Add very hot water gradually to dry ingredients. Beat 2 minutes. Add 1 cup of flour or enough to make a thick batter. Beat 2 or 3 minutes. Stir in enough additional flour to make a soft dough. Cover bowl tightly with plastic wrap.

Let rise in a warm place for 45 to 60 minutes. Stir dough down and turn out onto heavily floured surface. After washing children’s hands, flour them and have then knead dough until it is smooth. Shape dough into one large oblong loaf or let the children experiment with different shapes and sizes. Try pretzels, animals, letters, numbers, or holiday shapes.

Place on a greased baking sheet and let rise (40 to 50 minutes for a large loaf, less time for small shapes). Bake at 400 degrees Fahrenheit (40 minutes for a large loaf, 8 to 10 minutes or until golden brown for small shapes).
TASTY TORTILLAS

Flour tortillas
Cooked ground beef, cheese, refried beans and over vegetables for filling.

Give a tortilla to each child. Fill with cooked ground beef, cheese, and/or vegetables.

WALDORF SALAD

1 stalk celery
1 apple
1 cup seedless grapes, cut in half
1 banana
1 orange
1 cut low-fat lemon yogurt

Have children wash the celery, apple, and grapes. Children can peel the banana and orange. An adult should cut the fruit and celery into bite-size pieces. Have children place fruit and celery in a large bowl. Add yogurt and mix well.

FUNNY-FRUITY PIZZAS

Low-fat mozzarella cheese slices
(1 slice per child)
English muffins, sliced in half (1 half per child)
Fruit (an apple, banana, orange or seedless grapes)

Have the children wash the fruit. Children can peel bananas and oranges or pluck grapes from their stems. An adult should cut the fruit into small pieces.

Spit the English muffins. Give each child one half. Have the children place a slice of cheese on each muffin. Toast the English muffins until the cheese melts. Have each child top his or her muffin with fruit.

Section 1.4

Preschoolers’ Food Handling Skills – Motor Development

(For more information visit this website: www.ext.vt.edu/pubs/preschoolnutr/348-011/348-011.html)
Insert: Preschoolers’ Food Handling Skills Motor Development
348-011 –Preschoolers’ Food Handling Skills Motor Development.pdf
Website: www.ext.vt.edu/pubs/preschoolnutr/348-011/348-011.html
Section 1.5

Cooking and Learning Together

(For more information visit this website: www.cfc-efc.ca/docs/cccf/rs022_en.htm)
Cooking and Learning Together

Cooking is an enjoyable activity for many children. Parents and childcare providers, however, may hesitate to welcome eager young chefs into the kitchen -- anticipating mess, mayhem, and unappetizing results. But planning ahead and taking the time to help children prepare simple recipes is well worth the effort. Cooking is not only fun, it can also be educational. In fact, cooking helps children develop important skills in a number of areas, including language, science, nutrition, art, sensori-motor development, socio-emotional development, social studies and mathematics.

<table>
<thead>
<tr>
<th>Socio-emotional development</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>taking turns, sharing</td>
<td>investigating the origins of food</td>
</tr>
<tr>
<td>feeling of competence</td>
<td>physical properties of food</td>
</tr>
<tr>
<td>sense of independence</td>
<td>food and temperature changes</td>
</tr>
<tr>
<td>respect for other's work</td>
<td>how food changes from one state or form to another</td>
</tr>
<tr>
<td>trying new experiences</td>
<td>predicting and testing predictions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensori-Motor Development</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>taste and smell differentiation</td>
<td>ethnic foods</td>
</tr>
<tr>
<td>touch and food texture, size</td>
<td>regional food</td>
</tr>
<tr>
<td>sight and food</td>
<td>geography</td>
</tr>
</tbody>
</table>
Information was adapted by Susan Vaughn from *Cooking with Children*, published by New Brunswick Health and Community Services; and "Creative Food Experiences for Children," in *Health, Safety and Nutrition for the Young Child*, by Lynn R. Marotz, Jeanettia M. Rush, and Marie Z. Cross.
<table>
<thead>
<tr>
<th>This Resource Sheet was published by the Canadian Child Care Federation.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission is not required to make photocopies of this resource sheet for public education purposes. Photocopies may not be sold. To purchase or reprint this resource sheet, contact the Canadian Child Care Federation, 383 Parkdale Avenue, Suite 201, Ottawa, Ontario, K1Y 4R4. Tel 1 800 858-1412 or (613) 729-5289. Fax (613) 729-3159. Email <a href="mailto:cccf@cfc-efc.ca">cccf@cfc-efc.ca</a>. © CCCC 2001</td>
<td></td>
</tr>
<tr>
<td>Posted by the Canadian Child Care Federation.</td>
<td></td>
</tr>
</tbody>
</table>
Section 2.1

Hand Washing

(For more information visit this website: www.bchealthguide.org/healthfiles/hfile85.pdf)
HAND WASHING

Children should wash their hands before and after meals, snacks or food activities. This is because children often eat with their fingers and hands, which can transfer germs to other children and toys.

Here are four simple steps for scrubbing those germs away:

1. Wet your hands with water and apply a small amount of soap.
2. Rub your hands together until you see lots of suds (around 10-15 seconds).
   To make it fun for the children and to make sure they wash long enough, sing the ABCs or this special song with them (to the tune of London Bridge):

   
   Wash your hands and clean them well  
   Clean them well, clean them well  
   Wash your hands and clean them well  
   Until the germs are gone.

3. Rinse the suds off your hands with warm water.
4. Dry your hands with paper towel or a single-use towel.

Section 2.2

Hurts and Hazards – Kids, Kitchen Accidents and Safety

(For more information visit this website:
www.ext.vt.edu/pubs/preschoolnutr/348-655/348-655.html)
Section 3.1

Caregivers –
Check Your Food and Activity Habits

(For more information visit this website: www.eattracker.ca)
Insert:  Are Your Food and Activity Choices on Track?
Eatracker_poster_English_.pdf

Website:  www.eatracker.ca
Section 4.1

Suggested Activities with Resources Provided
# Healthy Start for Life

## Suggested Activities

<table>
<thead>
<tr>
<th>Overview</th>
<th>Activity Names</th>
<th>Supplies Provided</th>
<th>Supplies You Need</th>
<th>Reference Pages*</th>
<th>Related Activities*</th>
</tr>
</thead>
</table>
| Explore foods using the senses:  
  - Touch/texture  
  - Smell  
  - Sound | - Hear It  
- Feel It  
- Smell It  
- Taste It  
- Mystery Food Can | Mystery Food Can | 2-3 fruits or vegetables:  
1 of each to place in the can and 1 for children to taste | 17 | - Table talk, p18  
- Mixing Foods by Hand, p 18  
- Scoop Out a Pumpkin, p18  
- Spice Traders, p19  
- Touch and Size, p19  
- Eating Colours, p19  
- Talk About Favourite Snacks, p 19 |
| Learn the names of fruits and vegetables. Explore Food activity | - Colour  
- What Shapes are Foods?  
- Compare Sizes | - Food Pictures  
- Food models  
- Eating the Alphabet (book)  
- Food for Thought (book) | Fresh, canned or frozen fruits, vegetables and other foods. | 1 | |

* Find these pages in “101+ Snack Time Ideas”, Section 4 of this book

---

January 2006  
All the supplies listed are in a kit called “Preschool Nutrition” and are available on loan from North Shore Community Services – Child Care Resource Program in North Vancouver.
<table>
<thead>
<tr>
<th>Overview</th>
<th>Activity Names</th>
<th>Supplies Provided</th>
<th>Supplies You Need</th>
<th>Reference Pages*</th>
<th>Related Activities*</th>
</tr>
</thead>
</table>
| Discuss where food comes from, how it grows and the variety available.  | - Where Does Food Come From?  
- The Food System  
- A Planting Song  
- Talk with Children About Eggs and Milk  
- See How We Grow  
- *Life Cycle of an Apple* (book)  
- *Bean* (book)  
- *Pancakes, Pancakes!* (book)  
- *The Very Hungry Caterpillar* (book)  
- *Everything Grows* (CD and book)  
- Felt board, food models and food pictures | Optional                                                                      |                                | 3                  |
| Classify foods in various ways: by colour, food group, texture, shape,   | Felt Board Activities                                                         | - Food pictures  
- Food models  
- Felt board  
- *Food for Thought* (book) | Optional                                                                      |                                | 4                  |
|   where they grow, or by another way                                    |                                                                              |                                                                              |                                                                              |                  | 3, 24              |

January 2006
All the supplies listed are in a kit called “Preschool Nutrition” and are available on loan from North Shore Community Services – Child Care Resource Program in North Vancouver.
<table>
<thead>
<tr>
<th>Overview</th>
<th>Activity Names</th>
<th>Supplies Provided</th>
<th>Supplies You Need</th>
<th>Reference Pages*</th>
<th>Related Activities*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the process of choosing and purchasing food</td>
<td>Grocery Store Dramatic Play</td>
<td></td>
<td>- Clean, empty food containers (children can bring from home)</td>
<td>4</td>
<td>Go on a tour of a grocery store (e.g. Save-On-Foods)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Large cardboard box with a rope or string for a handle (can be used for a grocery cart)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Adding machine or toy cash register</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Purses, wallets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Play money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Dress-up clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretend to prepare a soup as a group</td>
<td>Stirring the Pot Game</td>
<td>- Food pictures</td>
<td>- Large pot</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Food models</td>
<td></td>
<td></td>
<td>Go on a tour of a grocery store (e.g. Save-On-Foods)</td>
</tr>
<tr>
<td>Explore ways to describe foods</td>
<td>Favourite Family Food</td>
<td>- Yoko (book)</td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

January 2006
All the supplies listed are in a kit called “Preschool Nutrition” and are available on loan from North Shore Community Services – Child Care Resource Program.
Explore the tasks needed to provide food to diners in a restaurant. Children pretend to be cooks, servers, cashiers and diners.

<table>
<thead>
<tr>
<th>Overview</th>
<th>Activity Names</th>
<th>Supplies Provided</th>
<th>Supplies You Need</th>
<th>Reference Pages*</th>
<th>Related Activities*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Restaurant Dramatic Play</td>
<td>- 4 plates</td>
<td>- Place mats</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 4 sets utensils (fork &amp; spoon)</td>
<td>- Unbreakable dishes, eating utensils and napkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 4 glasses</td>
<td>- Tables, chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Chef’s hat</td>
<td>- Toy grill for stove and refrigerator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Apron</td>
<td>- Cash register, play money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Food pictures</td>
<td>- Aprons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Food models</td>
<td>- Menus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Pads of paper and pencils</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

January 2006
All the supplies listed are in a kit called “Preschool Nutrition” and are available on loan from North Shore Community Services – Child Care Resource Program in the North Shore.
Section 4.2

101+ Snack Time Ideas

(For more information visit this website:
www.betterkidcare.psu.edu/101snacksWeb.pdf)
Insert: 101+ SnackTime Ideas
101snacksWeb.pdf

Website: www.betterkidcare.psu.edu/101snacksWeb.pdf
Section 5.1

Coloring Sheets

(For more information visit this website: www.5aday.com/html/kids/coloring.php)
Insert: 5-A-Day The Color Way coloring Sheets
coloring_book.pdf

In the above file, replace:
  page 5 with citrus.pdf
  page 6 with bananas.pdf
  pages 8, 9, 10 with maz.pdf
  page 13 with apple.pdf
  page 15 with grapes.pdf
  page 18 with strawberries.pdf
  page 19, 20, 21, 22 with peachplum.pdf
Deleted pages 24, 25
Section 6.1

How Can I Deal With Some Common Toddler and Preschooler Feeding Issues?

(For more information visit this website: www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #1 - How can I deal with some common toddler and preschooler feeding issues?

Feeding toddlers and preschoolers can sometimes be challenging. They are learning and mastering many new skills. At the same time they are striving for independence and demonstrating their own particular food preferences. Learning how to cope with these eating behaviors is important for parents and caregivers to ensure that their youngsters eat well. Here are some common toddler and preschooler feeding issues and strategies that you might try to solve them.

<table>
<thead>
<tr>
<th>Situation</th>
<th>What can you do...</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your child wants the same food every day</td>
<td>Let your child have their “favourite food” as long as it is nutritious. Continue to offer other healthy choices at each meal. If a big fuss is NOT made your child will soon move on to another favourite food. Be aware that if preschoolers eat only a limited number of foods their intake of important nutrients will be limited.</td>
</tr>
<tr>
<td>If your child takes too long to eat</td>
<td>Be patient and give your child time to explore, touch and taste their food. Young children need time to experience food, to eat and to learn how to use utensils. After a reasonable amount of time (20-30 minutes) remove your child’s plate without a fuss.</td>
</tr>
<tr>
<td>If your child refuses to eat</td>
<td>Respect your child's awareness of his own body. A child's appetite can vary from day to day and from meal to meal so he may not be hungry. Serve smaller amounts of food. Make sure snacks are served well before meal times (e.g. 1-2 hours). Avoid becoming a short order cook - children should get used to sharing the family meal. A skipped meal every once in a while is not a concern as long as your child is growing normally.</td>
</tr>
<tr>
<td>If your child refuses to try new foods</td>
<td>Continue to offer “new” foods and put small amounts on your child’s plate whenever you eat them. Some children need to see a “new” food many times before they will try and accept it. Encourage your child to try a small bite. Avoid forcing your child to eat a “new” food as this can reduce acceptance. Introduce “new” foods to your child when other children are eating and enjoying that food. Let your child explore and help prepare the “new” food.</td>
</tr>
<tr>
<td>If your child does not eat vegetables</td>
<td>Serve vegetables at snack time when your child is hungry. Offer a variety of brightly coloured vegetables so he can choose what he likes. Serve vegetables raw or lightly cooked (overcooking can make vegetables taste bitter). Be cautious serving raw vegetables to toddlers under 3 years old as they are at greater risk of choking. Purée or finely chop vegetables and put them in pasta sauce or soup. Involve preschoolers in choosing vegetables at the grocery store or market - or let them try growing their own garden.</td>
</tr>
</tbody>
</table>
If your child does not drink milk
Offer small servings (125 mL or 1/2 cup) but don't force it. Preschoolers should have at least 500 mL (2 cups) of fluid milk each day to get enough vitamin D. Yogurt and cheese provide calcium but not vitamin D. Serve milk at a temperature he likes. Use milk instead of water in cream soups, with pureed vegetables, in puddings and hot cereal. Talk to your family doctor or a registered dietitian before deciding if he needs a supplement.

If your child drinks too much milk
Milk can be filling and may leave less room for other healthy foods. Determine how much milk your child drinks and limit intakes if he or she is drinking too much. Aim for 2-3 cups (500-750 mL) per day. Do not give milk in a bottle. Milk should be served in a cup at set times such as at meal times.

If your child refuses to eat meat
Taste and difficulty chewing can turn some children away from meat. Make meat more appealing by cutting it into small bits and serving it in soups, stews, tomato sauce or meatloaf. Offer other protein foods such as eggs, fish, cheese, smooth peanut butter, soy foods, cooked dried beans or lentils. Increase iron intake by serving iron-fortified breads and cereals, dark leafy vegetables, eggs, cooked dried beans and lentils, and dried fruit such as raisins. Talk to a registered dietitian or your family doctor if your child does not eat any meat or dairy products. Your child may not be getting enough vitamin B12.

Family mealtimes should be encouraged as often as possible in order for children to learn healthy eating habits.

For more information on healthy eating and active living for preschoolers visit Healthy Start for Life Resources

Quick Links:

- [I'm concerned that my toddler is not eating enough. What can I do to help him enjoy mealtimes?](http://www.canadian-health-network.ca)
- [Fussy Eaters](http://www.caringforkids.cps.ca/eating/FussyEaters.htm)
- [My toddler is a picky eater. How can I make sure he eats enough of the right things?](http://www.canadian-health-network.ca)
- [Find a Dietitian](http://www.dietitians.ca/find/index.html)

Helpful books:

- Better Food for Kids by Diana Kalnins, RD and Joanne Saab, RD (The Hospital for Sick Children/Robert Rose Inc. 2002)
• Meals without squeals: Child Care Feeding Guide and Cookbook by Christine Berman (RD) and Jacki Fromer (Bull Publishing, 1997)
Section 6.2

What Should a Toddler or Preschooler Eat?

(For more information visit this website: www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #2: What should a toddler or preschooler eat?

Toddlers and preschoolers should eat the same foods as adults but in smaller amounts. Plan for three meals and two to three snacks per day to help keep them satisfied and happy. Meals and snacks should include foods from each of the four food groups in Canada's Food Guide to Healthy Eating. That will help your child get the energy and nutrients he or she needs to grow, develop, and be active. Limit low-nutrient foods that are high in salt, fat, sugar and caffeine such as chips, chocolate, candies, sugary drinks and pop. Keep juice to one serving per day (125-175 mL or 4-6 oz.). Serve water to preschoolers when they are thirsty.

Snacks should include foods that might be missed at meals - for example vegetables and fruit. Other nutritious snack choices include breads, cereals, milk, cheese, yogurt, meat or meat alternatives. Each snack should provide a serving from at least 2 different food groups. Avoid sticky, sweet foods such as dried fruit and candy, which can stick to the teeth and cause cavities (unless children brush their teeth right after). Avoid spoiling meals by serving snacks 1 to 2 hours before meal times.

Be aware of foods that can cause choking such as peanuts, nuts, seeds, hot dogs, grapes, raw vegetables, and chunky peanut butter for children under the age of 3. If served, cut wieners/sausages lengthwise into strips, then cut into bite-size pieces; for raw fruit - remove pits, seeds and peels and cut into bite-size pieces; cut grapes in half; for raw vegetables - cut into narrow strips or grate; spread smooth peanut butter thinly; never serve it right off a spoon. Don't serve young children popcorn or hard candies.

Preschoolers like foods presented in fun and interesting ways e.g. different colours, shapes, and flavours. They also like finger foods and foods served separately on a plate more than mixed dishes. Do not restrict fat in children's' diets. Nutritious higher-fat foods such as peanut butter and cheese can help younger children meet their energy and nutrient
needs. High fat foods that are low in vitamins and minerals (e.g. chips, cookies) should be limited as they fill children up and can decrease their intake of more nutritious foods.

A preschooler's appetite varies from day to day so let him decide how much he wants to eat. Children who are forced to eat may lose touch with their body's natural appetite control system. This can lead to overeating and possible weight problems and eating disorders. Parents and caregivers are responsible for providing healthy food choices and setting meal and snack times.

Family mealtimes should be encouraged as often as possible in order for children to learn healthy eating habits. Encouraging preschoolers to stay active is also important to help them grow and develop properly and maintain a healthy weight.

For more information on healthy eating and active living for preschoolers visit Healthy Start for Life Resources

Quick links:

- Healthy Start for Life Meal Planner
- Healthy Start for Life - Keeping Active Together Planner
- Canada's Food Guide to Healthy Eating Focus on Preschoolers
  http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_preschoolers_e.html
- Canada's Food Guide to Healthy Eating
  www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html
- Find a Dietitian
  http://www.dietitians.ca/find/index.html

Helpful books:

- Better Food for Kids by Diana Kalnins, RD and Joanne Saab, RD (The Hospital for Sick Children/Robert Rose Inc. 2002)

Some documents in this site are in Adobe Portable Document Format (PDF), and are viewable using the free Adobe Acrobat Reader. If you do not have Acrobat, you can download it [here](http://www.adobe.com/products/acrobat/readstep2.html).
Section 6.3

How Can I Support and Encourage My Toddler or Preschooler to Eat Well?

(For more information visit this website:

www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #3: How can I support and encourage my toddler or preschooler to eat well?

Raising a healthy eater takes years. According to Ellyn Satter, registered dietitian and recognized authority in child nutrition and feeding, "children learn bite-by-bite, food-by-food, and meal-by-meal". The food habits of toddlers and preschoolers are also greatly influenced by parents, other family members, caregivers, and friends. Your child's eating attitude and behaviour in the long term is more important than what he eats on any given day. If his attitudes and behaviours are healthy, he will eat well and get the nutrition he needs as long as nutritious foods are offered and available.

You can help your toddler or preschooler get the nutrition and food satisfaction required if, one meal at a time, you follow the rituals of healthy meal planning. A meal should be balanced with foods from each food group; grain products, vegetables & fruit, milk products, and meat & alternatives. Snacks should include foods from at least two different food groups. Water should also be included as the choice of beverage when children are thirsty rather than sugary drinks and juice. If your child has feeding issues such as refusing to eat vegetables, or drinking too much or not enough milk - get help with some solutions to common feeding issues or talk to your family doctor or a registered dietitian for assistance.

Occasionally you may serve a meal that doesn't quite measure up nutritionally speaking. You might have a "fast food" dinner or your child might miss out on his vegetables. Unless this is a regular occurrence, this is not a problem. It's your everyday meal planning that has the most impact on your child's nutrition. If you need help fitting healthy eating into your busy lifestyle the Healthy Start for Life - Eating well Together Meal Planner can help. It includes some fast and easy meal suggestions that your preschooler is sure to enjoy.

Offering only the foods children like, even if they are healthy choices (e.g. peanut butter sandwich) does not help the child learn to like and appreciate new foods. Allowing children
to eat a limited number of foods also limits their nutrient intake. Some children need to see a "new" food many times before they will try it and accept it. Encourage your child to try a small bite whenever you eat a new food - avoid forcing him or her to eat it as this can reduce acceptance.

Everyone is entitled to food likes and dislikes, and some foods won't appeal to you or your child. Broccoli, for example, may taste bitter to some people and they never learn to enjoy it. Children tend to be more sensitive to tastes and textures than adults. Accept your child's reluctance to eat certain foods and respect their decision after they taste something to say "no thank you" if they really don't like it. Expect the same courtesy from other adults or children at the table.

To help toddlers and preschoolers eat well:

- Be a good role model by preparing and eating healthy meals.
- Serve a variety of foods that are attractively presented.
- Keep portion sizes small - children can be intimidated by large amounts of food.
- Schedule meals and snacks so that children are hungry when its time to eat (but not too hungry) and let them stop when they are full.
- Avoid using food as a reward or punishment.
- Involve children in planning and preparing meals.

Eat together as a family as often as possible:

- Children who eat meals regularly with their family eat better and have healthier eating habits.
- Cook foods that you and your family generally enjoy and make them taste good! Once your child has been introduced to a variety of foods and textures, experiment with spices, mixtures and sauces. Children like interesting food, even if it is a little challenging at first. Ethnic foods, after all are somebody else's standard fare, and their children learn to like it.
- Provide healthy food choices and encourage children to eat what you eat.
- Serve family-style meals sitting at a table and turn off the TV so you can enjoy your time together.
- Avoid rushing and forcing children to eat.
- Let children decide how much food to eat.
- Talk about the food, where it came from, how it was prepared, and how it makes them feel.
- Let children help prepare the meal, set the table, and clean up.

Parents and caregivers share the responsibility of helping preschoolers eat well and need to plan and serve nutritious balanced meals and snacks at regular times each day.

For more information on healthy eating and active living for preschoolers visit [Healthy Start for Life Resources](#)
Quick Links:

- Healthy Start for Life Meal Planner
  [Link](www.cfc-efc.ca/docs/cccf/rs022_en.htm)
- Cooking and Learning Together
  [Link](www.cfc-efc.ca/docs/cccf/rs022_en.htm)
- Find a Dietitian
  [Link](www.dietitians.ca/find/index.html)

Helpful Books:

- Better Food for Kids by Diana Kalnins, RD and Joanne Saab, RD (The Hospital for Sick Children/Robert Rose Inc., 2002)
- Secrets of Feeding a Healthy Family by Ellyn Satter, RD (Kelcy Press, 1999)
Section 6.4

How Can I Help My Active Preschooler Eat on the Run?

(For more information visit this website: www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #4: How can I help my active preschooler eat well on the run?

Preschoolers and their families lead active and busy lives and eating while out and about is sometimes necessary and even desirable. But the principles of healthy eating apply whether you eat a meal out or are planning a snack for a walk, hike or other family outing.

Preschoolers need to eat small, frequent meals throughout the day because they have small stomachs and high energy needs. Plan on three meals and two to three snacks per day. To avoid spoiling a child’s appetite serve snacks 1 - 2 hours before meal times. Sticky, sweet foods such as dried fruit and candy can cause cavities and should be avoided as snacks unless children can brush their teeth right after. Daylong nibbling on food or sipping on beverages should be avoided as this can also cause cavities.

Meals and snacks should include foods from the four food groups in Canada’s Food Guide to Healthy Eating. Meals should include a serving from at least 3 different food groups. Snacks should include foods from at least 2 different food groups.

Before you head out on a hike, picnic or other outing, plan to take along some nutritious snacks or meals:

<table>
<thead>
<tr>
<th>Nutrient-packed snack foods</th>
<th>Mini meal suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-grain bread, buns, bagels, pita, tortillas</td>
<td>Applesauce, cheese slices and graham crackers</td>
</tr>
<tr>
<td>Bran, oatmeal, corn or whole grain muffins</td>
<td>Bran or oatmeal muffin, yogurt, pear</td>
</tr>
<tr>
<td>Bread sticks or whole grain crackers</td>
<td>Bean burrito with shredded lettuce and cheese, fruit</td>
</tr>
<tr>
<td>Whole grain, low-sugar cereals</td>
<td>Bagel with cream cheese, tomato juice</td>
</tr>
<tr>
<td>Fruit, fruit salad and individual serving containers of fruit or unsweetened applesauce</td>
<td>Garden salad or chicken Caesar salad in a whole wheat pita</td>
</tr>
<tr>
<td>Unsweetened fruit juice instead of fruit drinks</td>
<td>Cheese, turkey or ham sandwich on whole wheat bread or bun, banana</td>
</tr>
<tr>
<td>Fruit juice popsicles</td>
<td>Lentil and pasta soup, crackers and cheese, orange</td>
</tr>
<tr>
<td>Raw vegetables, vegetable juice</td>
<td>Cold pizza, fruit cup or fruit juice</td>
</tr>
<tr>
<td>Milk, yogurt, cheese, milk-based pudding</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Cheese</td>
<td></td>
</tr>
<tr>
<td>Peanut butter (unless children with allergies are present; smooth is preferred over chunky to reduce the chances of choking)</td>
<td></td>
</tr>
</tbody>
</table>

Fast food meals have become a reality for many busy families and are okay once in a while as a treat or in a pinch. They should not be relied on for regular meals. Besides being expensive, fast food meals typically don't provide enough fruit, vegetables or whole grains and are high in calories and fat. If you do make a "fast food" stop keep the following tips in mind:

- if the fast food meal did not provide any fruit or vegetables be sure to have these with other meals or snacks - or bring your own from home to round out the meal
- choose milk or 100% fruit juice instead of pop or other sugary drinks
- order sandwiches with whole grain bread, bagels or rolls
- try bean burritos or chili for something different and for added fibre
- order the small size servings, especially for younger children
- choose foods that are grilled or baked instead of deep-fried
- add your own salad dressing in small amounts and hold the extra sauce and gravy

Fluids are important to keep young children hydrated especially when the weather is hot or if they are very active and involved in strenuous exercises or activities. For hikes and family outings take along your own water bottles to avoid having to purchase expensive and sugary drinks.

- Water is the preferred choice for thirsty preschoolers.
- Avoid pop and sugary drinks such as fruit punch or fruit drinks made from packaged powders or crystals. Instead, choose 100% fruit juice but limit juice to one serving per day (125-175 mL or 4-6 oz.).
- Milk, soups and watery fruit and vegetables such as watermelon, oranges, lettuce, celery, cucumbers, and tomatoes also provide fluids.
- Avoid caffeinated beverages such as colas, coffee or tea, which can over-stimulate a child and promote fluid loss.

To keep foods safe to eat:

- Start clean. Make sure hands and all food preparation areas, utensils, and containers are clean and dry before making your meal or snack.
- Keep cold foods cold. Pack perishables in insulated bags with freezer packs. Foods that spoil quickly and need to be kept cold include salads and salad dressings, mayonnaise, meat and fish, milk and yogurt. Bottles filled with water or juice can be frozen the night before and used as freezer packs. They will be thawed by snack time but still nicely chilled.
• Keep hot foods hot. If you plan to take soups or stews these should be packed in a thermos meant for hot foods.

Young children, especially those under the age of three are at particular risk of choking. To prevent choking:

• Supervise children while eating and make sure they are sitting down and not laughing, playing or jumping around while eating. If you are on a walk or hike it's also important to take a break and have children sit while eating.
• Be aware of foods that can cause choking such as hot dogs, grapes, raw vegetables, chunky peanut butter, and nuts. If served, cut wiener/sausages lengthwise into strips, then cut into bite-size pieces; for raw fruit - remove pits, seeds and peels and cut into bite-size pieces; cut grapes in half; for raw vegetables - cut into narrow strips or grate; spread peanut butter thinly; never serve it right off a spoon. Don't serve young children popcorn or hard candies.

For more information on healthy eating and active living for preschoolers visit Healthy Start for Life Resources

Quick Links:

• Healthy Start for Life Meal Planner

• Healthy Start for Life - Keeping Active Together Planner

• Canada's Food Guide to Healthy Eating
  http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html

• Canadian Partnership for Consumer Food Safety Education

• Find a Dietitian
  http://www.dietitians.ca/find/index.html

Helpful Books:
Better Food for Kids by Diana Kalnins, RD and Joanne Saab, RD (The Hospital for Sick Children/Robert Rose Inc., 2002)

Some documents in this site are in Adobe Portable Document Format (PDF), and are viewable using the free Adobe Acrobat Reader. If you do not have Acrobat, you can download it here.

Copyright © 2003. Dietitians of Canada. All rights reserved. Permission to reprint in its entirety.
For non-commercial use only.
Section 6.5

My Preschooler Is Active Enough – Why Do I Have to Worry About Physical Activity?

(For more information visit this website: www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #5: My preschooler is active enough - why do I need to worry about physical activity?

Many parents feel that their preschooler is active enough and may even have trouble slowing them down. While it's true that preschoolers are naturally active it's important for parents and caregivers to support and encourage this natural tendency. Presently, there is growing concern that inactivity and poor eating habits in older children and youth are leading to an epidemic in childhood obesity. The early childhood years are the ideal time to help children develop positive lifestyle attitudes and behaviours around healthy eating and active living which they can carry on to their later years.

Your preschooler might be active now but...

- Two-thirds of Canadian children are NOT active enough for optimal growth and development.
- Children become less active as they get older.
- Children have less time for active play when they are in school.
- Girls tend to become less active than boys as they get older.

Physical activity is important for all children including toddlers and preschoolers for healthy growth and development. Physical activity is also important for young children to:

- build strong bones and muscles
- stay flexible
- have a healthy weight
- have good posture and balance
- help improve fitness and strengthen their heart
- build confidence and to help them feel good about themselves
- reduce stress and help them sleep

Inactivity in childhood leads to...

- Increased risk of unnecessary weight gain and obesity.
- Increased risk of heart and bone disease and some cancers later in life.
- Increased risk of adult onset or type 2 diabetes (which has been observed in children with marked obesity).
Being active is fun, healthy and normal!

- Preschoolers are naturally active. Support their natural tendency to be active by encouraging them to be active every day.
- Be active with your child. Help your child learn basic skills such as throwing, catching, jumping and climbing. Play a game, dance, walk, swim, cycle, skate or just have a ball!
- Encourage more outdoor play and activities. Let them run, jump, hop, skip and climb.
- Build healthy habits such as keeping active and eating well, which will last a lifetime.

For more information on healthy eating and active living for preschoolers visit [Healthy Start for Life Resources](http://www.hc-sc.gc.ca/hppb/paguide/youth.html).

**Quick Links:**

- [Canada's Physical Activity Guide for Children](http://www.hc-sc.gc.ca/hppb/paguide/youth.html)
- [Healthy active living for children and youth](http://www.caringforkids.cps.ca/healthy/healthyactive.htm)
- [Healthy active living for children and youth- position paper](http://www.cps.ca/english/statements/HAL/HAL02-01.htm)
- [Healthy Start for Life Meal Planner](http://www.hc-sc.gc.ca/hppb/paguide/youth.html)
- [Healthy Start for Life - Keeping Active Together Planner](http://www.hc-sc.gc.ca/hppb/paguide/youth.html)

Some documents in this site are in Adobe Portable Document Format (PDF), and are viewable using the free Adobe Acrobat Reader. If you do not have Acrobat, you can download it [here](http://www.hc-sc.gc.ca/hppb/paguide/youth.html).

Copyright © 2003. Dietitians of Canada. All rights reserved. Permission to reprint in its entirety.

For non-commercial use only.
Section 6.6

How Much Physical Activity Do Toddlers and Preschoolers Need?

(For more information visit this website: www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #6: How much physical activity do toddlers and preschoolers need?

Toddlers and preschoolers should be active every day in order to help them grow and develop properly and to have a healthy weight. Over half of Canada's children are not active enough for healthy growth and development. Inactivity is a major contributor of excess weight gain leading to obesity in children. Adopting a physically active lifestyle early in life increases the likelihood that children will learn to move skillfully and enjoy being active. Children whose parents are active and who have adequate time to be physically active have a better chance of staying active, as they get older.

According to physical activity guidelines for infants and children released by the National Association for Sport and Physical Activity:

- Toddlers should get at least 30 minutes of structured physical activity daily; preschoolers need at least 60 minutes.
- Toddlers and preschoolers should get at least 60 minutes and up to several hours of unstructured physical activity daily and should not be sedentary for more than 60 minutes at a time except when sleeping.
- Structured physical activity includes games and activities that you direct or do with your toddler/preschooler. Unstructured physical activity is supervised free time for children to play actively on their own or with other children.

Preschoolers should begin with simple activities that develop skills for more complex activities. For example, a 2 or 3-year old child may be able to kick a large ball without losing balance, or run after it and stop it with two hands before kicking again. A 3 to 4-year old child can kick a ball with more accuracy and retrieve it with two hands while the ball is in motion.

Basic movement skills such as running, jumping, throwing and kicking do not just happen as a child grows older. These skills develop depending on each child's heredity, activity experiences and their environment. For example, a child who does not use stairs may be delayed in stair climbing and a child who is discouraged from bouncing and chasing balls...
may lag in hand-eye coordination.

In order to help children develop their activity skills parents and caregivers should be active with their children on a daily basis. Giving children ample time for physically active free play time indoors and outdoors is also important to help children develop their activity skills such as running, jumping, hopping, skipping and climbing.

°Adapted from "Active Start: A statement of physical activity guidelines for children from birth to five years." The National Association for Sport and Physical Activity. February 6, 2002.  

For more information on healthy eating and active living for preschoolers visit Healthy Start for Life Resources

Quick Links:

- Canada's Physical Activity Guide for Children  
  http://www.hc-sc.gc.ca/hppb/paguide/youth.html

- Healthy active living for children and youth  
  http://www.caringforkids.cps.ca/healthy/healthyactive.htm

- Healthy Start for Life - Keeping Active Together Planner

Some documents in this site are in Adobe Portable Document Format (PDF), and are viewable using the free Adobe Acrobat Reader. If you do not have Acrobat, you can download it here.  

Copyright © 2003. Dietitians of Canada. All rights reserved. Permission to reprint in its entirety.  
For non-commercial use only.
Section 6.7

What Kind of Physical Activities Are Appropriate for Preschoolers?

(For more information visit this website: www.dietitians.ca/healthYstart/content/resources/faqs.asp)
FAQ #7: What kinds of physical activities are appropriate for preschoolers?

Children of all ages can and should be involved in a variety of different activities. The kinds of activities they can do depend on their age and stage of development. While children all follow a basic development pattern, they grow and develop at widely varying rates. The movement or activity skills they are capable of doing vary just as much. Also, different activities will appeal to some children but not others. It’s important to plan activities that correspond to a child’s individual capabilities and interests.

Three types of activities all contribute to a healthy body. Combine all 3 types when planning activities for preschoolers:

- Endurance activities that strengthen the heart and lungs such as running, jumping and swimming.
- Flexibility activities that encourage children to bend, stretch and reach such as gymnastics and dancing.
- Strength building activities that build strong muscles and bones such as climbing.

Movement abilities and activities for toddlers and preschoolers

<table>
<thead>
<tr>
<th>Children age 2 to 3 are just beginning or are able to:</th>
<th>Activities suitable for children age 2 to 3 include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Walk forward and backward, run and jump, and climb up and down stairs</td>
<td>• Stop and go walking and running games; tag</td>
</tr>
<tr>
<td>• Walk along a balance beam or board with or without help</td>
<td>• Balance Beam (not more than 25 cm off ground)</td>
</tr>
<tr>
<td>• Throw a ball or bean bag using two hands</td>
<td>• Follow the leader obstacle course</td>
</tr>
<tr>
<td>• Kick a large ball without losing balance, or runs after it and stops it with two hands before kicking again</td>
<td>• Ball play; throw and retrieve, ball kicking</td>
</tr>
<tr>
<td>• Hit a suspended balloon or ball with a large bat</td>
<td>• Hitting and batting</td>
</tr>
<tr>
<td>• Crawl and climb up and through play structures and household furniture</td>
<td>• Ice skating with assistance</td>
</tr>
<tr>
<td>• Sit with balance on a swing, while being gently pushed from behind by an adult</td>
<td>• Water play and swimming</td>
</tr>
<tr>
<td>• Sit on and skillfully move a riding toy, pushing with two feet</td>
<td>• Rhythm, music and dance</td>
</tr>
<tr>
<td></td>
<td>• Marching band, rhythmical activities, hopping and singing games</td>
</tr>
</tbody>
</table>
Children age 3 to 4 are just beginning or are able to:

- Walk forward and backward with varying speed and in different directions
- Walk balanced on tip toes
- Jump with increased skill over objects and in combination with walking or running
- Catch a large ball
- Kick a ball with more accuracy and retrieve it with two hands while the ball is in motion
- Hit a ball off batting tee with large bat
- Climb with coordination, balance and a firm grip on large play structure
- Pedal and manoeuvre a tricycle, big wheels, or small two-wheeled bicycle with or without training wheels
- Swim moving arms and kicking feet, while firmly supported under hips and chest by adult
- Walking and running games; tag
- Jumping over a line
- Balance beam - not more than 50 cm or waist height off the ground (hold hand or stand - beside child for safety)
- Throwing and catching
- Hitting and batting
- Kicking to a partner and retrieving
- Ice skating
- Play structure or obstacle course with ladders, tunnels, ropes, balance board
- Swimming, parents and tot swimming classes
- Rhythm, music and dance
- Blanket and parachute games

Children age 5 to 6 are just beginning or are able to:

- Walk, run, and jump well
- Climb big play structures to their own comfort level
- Catch and throw large and small objects with improved accuracy
- Develop hand-eye coordination
- Develop spatial awareness - how the child judges movement in relations of objects and people
- Develop the concept of teamwork but game skills are not developed
- Respond readily to rhythm and music
- Desire vigorous activity but this may lead to carelessness, especially with others
- Tire easily but recover quickly
- Running and skipping
- Gymnastics and martial arts
- Ropes, bars and climbers
- Games with objects of various sizes, shapes and textures such as balls, beanbags, scoops, and bats.
- Games with a minimum number of rules and instructions.
- Small groups games emphasizing cooperation rather than competition
- Ice skating
- Swimming
- Cross country skiing
- Rhythm movement including walking, marching, clapping and running.
- Strenuous activities with rest and water breaks.

* Adapted from "Moving and Growing - Exercises and activities for twos, threes, and fours" and "Moving and Growing - Exercises and activities for fives and sixes". Government of Canada Fitness and Amateur Sport, Canadian Institute of Child Health, 2000.

Making physical activity a part of each day is fun and healthy. Encouraging preschoolers to
play actively everyday helps create a pattern that may stay with them the rest of their lives.

For more information on healthy eating and active living for preschoolers visit Healthy Start for Life Resources

Quick Links:

- [Canada's Physical Activity Guide for Children](http://www.hc-sc.gc.ca/hppb/paguide/youth.html)
- [Healthy Start for Life - Keeping Active Together Planner](http://www.cfc-efc.ca/docs/cich/00002_en.htm)
- [Moving and growing: exercises and activities for two, three and four year olds Canadian Institute of Child Health](http://www.cfc-efc.ca/docs/cich/00002_en.htm)
- [Moving & growing: exercises and activities for five and six year olds - Canadian Institute of Child Health](http://www.cfc-efc.ca/docs/cich/00003_en.htm)
- [Parachute play - Canadian Child Care Federation (1996)](http://www.cfc-efc.ca/docs/ccc/00004_en.htm)
- [Ready Set Go - Ontario Physical and Health Education Association (OPHEA)](http://www.readysetgo.org)
Section 6.8

How Can I Support and Encourage My Preschooler to Keep Physically Active?

(For more information visit this website: www.dietitians.ca/healthystart/content/resources/faqs.asp)
Congratulations for wanting to keep your preschooler physically active! Raising active children who continue to remain active throughout their school years and into adulthood should be everyone's goal. Presently, over two-thirds of Canadian children are not active enough for healthy growth and development and over one-third are overweight. Similarly, over half of Canadian adults are physically inactive and overweight putting them at risk for heart disease, cancer, diabetes, osteoporosis and other health problems. Now is the ideal time for you as a parent or caregiver to develop healthy lifestyle habits in your child, such as being active and eating well, that can be carried through his or her childhood years and beyond.

Physical activity levels in children drop off significantly after the preschool years when children start school and have less time for active play. Therefore it is important to develop active children and an interest in a variety of physical activities before that time. As a parent or caregiver you can support and encourage your child to be active by being active yourself and providing adequate time for physical activity.

Research shows that children whose parents are active are more likely to be active and this is often a result of families with young children being active together. Parents who play actively or do age-appropriate sports with their children can increase their activity level and help them develop positive attitudes towards activity. Caregivers or child care centers, which provide regular physical activity programs also significantly increase the activity levels of young children.

Toddlers and preschoolers are naturally active and you should support, rather than discourage, this tendency. Children who spend more time playing actively and playing outside are better off health wise than children who spend a lot of time watching TV or...
playing video or computer games. Active children expend more energy, have healthier weights, have higher fitness levels, and sleep better than inactive children.

You can help grow active children by keeping them moving and helping them experience and learn new movement skills in a variety of activities and settings. For example, learning how to skip, climb or ride a bike. Instruction and positive reinforcement are important to help children develop their skills. Remember that young children develop at different ages and stages so choose activities that are appropriate to their skill level.

You can encourage your child to keep active by making sure activities are fun and in keeping with their interests. Try an activity in a relaxed and reassuring way. If he or she responds by laughing and smiling or is clearly having fun, continue on. If not, stop and try that activity again some other time. It takes time for a child to learn new skills. For example, activities such as skating or skiing can be challenging and frustrating for both you and your child. It's better to wait until your child is ready rather than forcing it.

Praise children for participating in an activity - building confidence is more important than skill at this stage (e.g. I'm glad you enjoyed playing that game vs. you played that game really well).

To support and encourage active children:

- Limit television watching and video or computer games
- Don't carry a child who can walk
- Walk with your child instead of driving, when you can
- Play outside
- Go to the park and help your child climb and swing
- Play hide and seek or go on a scavenger hunt
- Teach children how to kick a soccer ball, ride a bike, or skate
- Let your child help with the gardening, raking or shovelling
- Be active together as a family - hiking, cycling, skating, or skiing
- When the weather is bad outside, put on some music and dance or exercise together
- Don't just sit there - play along

To keep your child safe:

- Introduce new activities carefully and with patience - preschoolers need time to practice and master new skills.
- Make sure indoor and outdoor play spaces are safe.
• Keep constant watch of children around water, in parks and public places.
• Wear protective equipment such as helmets for cycling, scooters, skate boards, roller skating, hockey and skiing, and lifejackets for paddling and water activities.

To fit active living into your busy day:

• Use the Healthy Start for Life - Keeping Active Together Planner to plan and keep track of the activities you do with your children. Plan to keep your child active each and every day.

For more information on healthy eating and active living for preschoolers visit Healthy Start for Life Resources

Quick Links:

• Active living family pack: get active: stay active
  http://www.cahperd.ca/e/parents/family.pdf

• Canada's Physical Activity Guide for Children
  http://www hc-sc gc.ca hppb paguide youth html

• Healthy active living for children and youth
  http://www.caringforkids cps.ca healthy healthyactive.htm

• Healthy Start for Life - Keeping Active Together Planner

• Healthy Start for Life Meal Planner

• Keeping Kids Safe
  http://www.caringforkids cps.ca keepingkidssafe index html

References:

• Canadian Fitness and Lifestyle Research Institute, Physical Activity Monitor, 2001

• Health Canada, National Longitudinal Survey of Children and Youth: Childhood Obesity, The Daily, October 18, 2002
  http://www.statcan.ca/Daily/English/021018/d021018b.htm

Some documents in this site are in Adobe Portable Document Format (PDF), and are viewable using the free Adobe Acrobat Reader. If you do not have Acrobat, you can download it here.

Copyright © 2003. Dietitians of Canada. All rights reserved. Permission to reprint in its entirety.
For non-commercial use only.
Section 7.1

Mystery Food Activity

(For more information visit this website: www.bcdf.org/nutrition_education/docs/Mystery%20Food%20Activity_REVISED.pdf)
Section 7.2

Creating a Peanut Butter Sandwich
Creating a Peanut Butter Sandwich

When lunchtime arrives, the children can create their own sandwiches. Put out some bread, peanut butter, sliced banana, crushed pineapple, dried fruit, relish, raisins, grated carrots, or cheese. Let each child decide what she wants in her sandwich.

Make Your Own Flour

This is a good activity to do after reading “The Little Red Hen.” If you want to make your own flour, put ½ cup of grain in a blender. Blend on high speed until a flour is produced. One cup of grain will make a little more than one cup of flour. Then you can make pie crust, biscuits or bread. It works best if you combine with “store-bought” flour.

Classify Fruits and Vegetables

Using plastic models, pictures, or real fruits and vegetables, encourage children to group them by categories, such as: shape, colour, “those I like least,” “those I have tasted,” “Those I have never eaten,” or any other categories their imaginations provide. As they sort fruits and vegetables, they develop basic classification skills.

Use Posters to Decorate

Visit your grocery store and ask the produce manager to give you some promotional materials, such as large posters or pictures of fruits and vegetables. You can use these to decorate rooms by handing them on the wall or making mobiles. Children may like to paint or make a collage over large posters.

Cut and Paste Magazine Pictures

Use magazine pictures of fruits and vegetables. The children may tear or cut the pictures and glue, paste, or tape the pictures to paper. Label the collage “My Favourite Vegetables,” “The Fruits We Put in Our Salad,” “Fruits and Vegetables I Want to Taste,” or whatever children suggest.

Vegetable Soup

4 cups water
3 large carrots
3 potatoes
2 onions
2 stalks celery
1 can tomatoes
1 can corn
1 can peas
4 teaspoons beef bouillon
Salt to taste

Heat 4 cups of water and bouillon in a large pot. Peel and cut carrots, celery, potatoes, and onions. Simmer all these ingredients until soft. Add tomatoes, corn and peas. Salt to taste. Cook 10 minutes longer.
Cooperation Soup
Cooperation Salad

Everybody helps decide which vegetables to use.
Everybody helps wash fruits and vegetables.
Everybody helps peel and slice fruits and vegetables.
Everybody gets a chance to eat.

Soup Suggestions:
carrots
tomatoes
potatoes
peas

Fruit Suggestions:
apple
banana
oranges
melons

Vegetable Salad Suggestions:
lettuce
spinach
tomatoes
celery

Learn About Grains

Visit a farmer, health food stores, or feed mill to get some different grains – wheat, barley, alfalfa, oats. Let the children look at them and touch them. How are they the same or different?

“Do You Know the Muffin Man?”

Have the children help you make muffins and sing this song. The children will enjoy pretending to sell muffins to each other. You can make blueberry muffins, apple muffins, cranberry muffins, peanut butter muffins, oatmeal muffins – lots of varieties.

Song:
Do you know the muffin man, the muffin man, the muffin man?

Oh do you know the muffin man who bakes a lot of bread?

Shake a Pudding

Pour 1 cup of milk and a 3-ounce package of instant pudding mix into a jar.

Put jar top on very tight.

Hold with two hands and shake.

Pour into bowls.

Tasting Party

Taste different cheeses by having a tasting party. Include two or three different kinds of cheese such as Mozzarella, Brick, Swiss, or Edam.

Let the children taste each one, comparing color, taste, and appearance.
“Swiss cheese has holes.”
“Mozzarella is white.”
“Cheddar is yellow.”

Broiler Sandwich

For something different you can broil or bake open-faced sandwiches. The children can help put them together.
Some ideas:
Peanut butter and honey
Cold cuts, cheese and tomato
Cheese, olive, and crisp bacon
Cheese in cookie cutter shapes

The children can arrange the ingredients on the bread.

You do the next part. Bake or broil the sandwiches in the oven. Cool before serving.

Encourage children to clean up work area and table after eating. They learn important self-help skills and cooperation from these kinds of activities.

Make a Sandwich Filling

When a young child prepares a simple sandwich filling, he learns to

✓ Plan ahead and organize
✓ Measure ingredients
✓ See different forms of food
✓ Make something good
✓ Clean up after himself.

Filling:

½ cup drained, flaked tuna OR 3 hard-cooked eggs
2 tablespoons mayonnaise
chopped olives, celery, or pickles (optional)
salt and pepper

Children can peel eggs, chop ingredients with a blunt knife, mix them together, and spread on bread to make a sandwich. Encourage them to clean up when done.

What’s for Snack

Let the children plan snack. Make a chart of the days in the week. Write in the name of the snack and add a picture of the snack. You might want to give the children a few approved choices or you make the choices and the children select the days. Then refer to your week’s calendar/chart to help the children develop time concepts and reading skills.

Design a Sandwich

Instead of plain old peanut butter and jelly, let children decorate their sandwiches. Using a saucer to trace and cut a “face” from a slice of bread (save the cut-away bread to make crumbs). Bread can be cut into shapes with cookie cutters and into triangles, square or rectangles. The spread on peanut butter or cheese spread and decorate. Older children can squirt designs with softened cheese spread from a pastry tube onto the bread.

Decorations:
Carrot curls, apples slices, raisins, banana slices, cheese squares and triangles, pickle and olive slices, slices of cucumber or radishes.

Design a Sandwich

Instead of plain old peanut butter and jelly, let children decorate their sandwiches. Using a saucer to trace and cut a “face” from a slice of bread (save the cut-away bread to make crumbs). Bread can be cut into shapes with cookie cutters and into triangles, square or rectangles. The spread on peanut butter or cheese spread and decorate. Older children can squirt designs with softened cheese spread from a pastry tube onto the bread.

Decorations:
Carrot curls, apples slices, raisins, banana slices, cheese squares and triangles, pickle and olive slices, slices of cucumber or radishes.
**Fruit and Vegetable Display**

Set up an interesting display for children to explore.

On a low table, shelf, bench or even on the floor, set up a display of several fruits and vegetables with a common theme. Print a sign that tells how they are alike.

*All of these are red on the outside:*
- Tomatoes
- Apples
- Radishes
- Beets

*All of these grew under the ground:*
- Potatoes
- Radishes
- Carrots
- Beets

*All of these are apples:*
- Red apple
- Green apple
- Yellow apple

**Play Restaurant**

Make your own props or visit a restaurant or fast food store and ask for cups, empty boxes, hats, bags, menus, and other items. Set these up so the children can pretend to be customer or restaurant workers.

**Scrambled Eggs**

Crack open an egg. Put it in a bowl, and pass it around for everyone to see. Then crack open 5 or 6 eggs, add salt and pepper, and beat. Cook in an electric skillet. Compare the raw egg and the scrambled eggs. Talk about what you did to make them different. Taste the scrambled eggs. (Never taste or eat raw eggs.)
Pretend You Are Popcorn

Children like creative movements. First pretend they are little kernels of corn. Then they begin to sizzle, sizzle, and the POP! They jump up as larger pieces of popcorn. The next stop is to be salt shaker or melted butter.

Nature Walk

Plan a nature walk. Have the children talk about what they might see. Give each child a bag and have them collect interesting items, such as small rocks, leaves, pine cones, or sticks. When they return home, have them talk about what they collected. They can glue some of these items to a piece of cardboard or put the items in a shoebox. A nature walk is a good time to talk about outdoor safety.

Ring Toss, Bean Bag, Racket and Hoop Games

What you need:
- Heavy cardboard
- Safety scissors
- Paint and brushes
- Milk cartons
- Bean bags
- Clothes hanger
- Tape
- Nylon stocking

What you do:
Cut rings from heavy cardboard. Let the children paint them. An empty soda can or a stick placed a few feet away can be used as a target for ring toss games. Some children might want to make their own games and rules.

More ring Toss and Bean Bag Activities

Save empty milk cartons for the children to decorate and use for either the ring toss or bean bag games. Make various sizes of rings for different size targets. The ring should be 2 to 3 inches larger than the target. Milk cartons can also be used as targets for bean bag games. The children can throw the bags into the cartons. Cartons can be stacked in various heights and knocked down by throwing the bean bags. Encourage children to develop their own games and rules. Activities like these are fun for many children, including older ones.

Racket and Hoop Games

Bend the hook of a wire clothes hanger so that it makes a small circle. Tape the end so that it does not hurt the hand. Shape the body of the hanger into a large circle or oval. Slip a nylon stocking over the body of the hanger until it fits.
tightly. Since the stocking surface is going to be used to hit small light objects it must be as tight as possible. Use "twist'ems" to secure the stocking and over with tape. Electrical or making tape works best.

Give the children lightweight bean bags, sponges or light weight balls to hit back and forth with their rackets.

Remove the stocking from the hanger and use it for hoop games. It can be hung from a tree to make a moving target, held by a child from any distance, or hung like a basketball hoop. If a child holds the hoop, be sure that it is at arm-length and that the object to be thrown is soft and does not have any jagged edges.

Like the ring toss and bean bag games, children can make their own rules. These games can be made out of many items that you might normally throw out. If you do not have the items handy, ask parents to bring some things from home.
Section 7.3

Food Discussion Questions
Create a Collage
Leaning About Each Food Group
Food Themes

(For more information visit this website: 
www.calgaryhealthregion.ca/hecomm/nal/Toddlers-Preschoolers/DaycareToolkit.pdf)
Insert: Food Discussion Questions, Create a Collage, Learning About Each Food Group, Food Themes

DaycareToolkit.pdf
Pages 45, 46, 47, 50, 52, 67, 68, 70, 72, 74 were used in this manual.
Section 8.1

Nourishing Children with Books

(For more information visit this website: www.ext.vt.edu/pubs/preschoolnutr/348-950/348-950.html)
Insert: Nourishing Children with Books
348-950-Nourishing Children with Books.pdf

Website: www.ext.vt.edu/pubs/preschoolnutr/348-950/348-950.html
Section 8.2

Healthy Start for Life Book List
Healthy Start for Life

Book List

Bean by Louise Spilsbury
Bread and Jam for Frances by Russell Hoban
Eating the Alphabets by Lois Ehlert
Everything Grows by Raffi
Food for Thought by Saxton Freymann and Joost Elffers
How are you Peeling? By Saxton Freymann and Joost Elffers
Life Cycle of a Apple by Angela Royston
Life Cycle of a Chicken by Angela Royston
Life Cycle of a Sunflower by Angela Royston
Little Kenny in the Kitchen by Ken Kostick
Pancakes, Pancakes! By Eric Carle
Raising Happy, Healthy, Weight-Wise Kids by Judy Toews and Nicole Parton
The Little Red Hen, A First Little Golden Book
The Very Hungry Caterpillar by Eric Carle
Yoko by Rosemary Wells
Section 8.3

Children’s Books that Encourage Healthy Eating

(For more information visit this website: www.outreach.missouri.edu/fnep)
# Children's Books that Encourage Healthy Eating

Updated December 1999

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN Number</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
</table>
| **A Baker's Portrait** | Out of Print/Try libraries | Michelle Edwards | Lothrop, Lee and Shepard    | 1991
|                        |                   |                   |                             |
| **A Drop of Blood**    | Out of Print/Try libraries | by Paul Showers   | Thomas Crowell Pub.         | 1967
|                        |                   |                   |                             |
|                        |                   |                   |                             |

Summary:

- **A Baker's Portrait**: Out of Print/Try libraries
- **A Drop of Blood**: Out of Print/Try libraries
- **Aliens for Dinner**: ISBN: 0394820932
- **Alphabet Soup**: ISBN: 0679867236

**A Baker's Portrait**: Story about a portrait painter who paints exactly what she sees. Charming color illustrations.

**A Drop of Blood**: Structure and function of red and white blood cells and platelet. The circulation of oxygen in the bloodstream is described. Preschool to age 8.

**Aliens for Dinner**: Finding an intergalactic special agent in his cereal box, Richard joins the extraterrestrial in a fight to save Earth from the Dranes, one of whom is masquerading as a student in Richard's class. Ages: 8 to 10
A boy's ability to spell words with his alphabet soup comes in handy during the magical journey he takes in his mind with a friendly bear. Ages 5 to 7.

**Alphabet Soup**  
**ISBN:** 1557341893  
**by Turner Barbara M. Walley (Editor)**  
**Teacher Created Materials Inc.**  
1996

No synopsis available. Ages: 4 to 7.

**Beef Stew**  
**ISBN:** 0394850467  
**by Barbara Brenner**  
**Random House, Inc.**  
1990

Nicky's mom is making so much stew that he is allowed to bring a friend home for supper. But his best friend Alec can't come, and Carla won't come--she hates beef stew. So Nicky begins a funny, frantic quest for someone to share his favorite dish. Ages: 5 to 6

**Berenstein Bears and Too Much Junk Food, The**  
**ISBN:** 0394872177  
**by Stan and Jan Berenstain**  
**Random House**  
1985

When Mama Bear notices her two cubs getting a little chubby, she decides to curtail their junk-food habits. An excellent job of covering basic nutrition principles, the importance of a healthy lifestyle, and the role exercise plays in good health. Preschool to age 8.

**Berenstein Bears Forget Their Manners**  
**ISBN:** 0394873335  
**by Stan and Jan Berenstain**  
**Random House**  
1985

"When Mama Bear’s efforts to improve her family's manners are unsuccessful, she devises a Politeness Plan--a chart listing a chore as a penalty for each act of rudeness. Basic etiquette is presented in a practical way. Ages 5 to 8.

**Blueberries for Sal**  
**ISBN:** 014050169X  
**by Robert McCloskey**  
**Puffin Books**  
1976 reprinted

Little Sal gets so involved picking and eating blueberries on Blueberry Hill that she
loses her mother. Meanwhile, a baby bear cub does the same -- and soon the baby bear and Little Sal have swapped mom. Preschool to age 8.

**Blue Potatoes, Orange Tomatoes: How To Grow A Rainbow Garden**  
ISBN: 0871569191  
by Rosalind Creasey  
Sierra Club books for Children  
1997

Describes how to plant and grow a variety of colorful vegetables including red corn, yellow watermelons and multi-colored radishes. Ages 7-11

**Bread And Jam for Frances**  
ISBN: 0064430960  
By Russell Hoban  
Harper Collins Children's Books  
1986 reprinted

A perfect antidote for children who make limited food choices. Frances' food jag is short lived once her parents begin serving her bread and jam for every meal and snack. In the end she agrees with her friend Albert, who declares, "I think it's nice that there are different kinds of lunches and breakfasts and dinners and snacks. I think eating is nice." Preschool to age 8.

**Bread, Bread, Bread**  
ISBN: 0688122752  
by Ann Morris Morrow  
William & Co.  
1993

Baking bread, sharing bread, eating bread -- one of humankind's most basic concerns is explored through masterful full-color photographs, linked by few words of text. Preschool to age 8.

**Bread is for Eating**  
ISBN: 0805057986  
by David Gershator  
Henry Holt & Co.  
1998

A text in English is punctuated with a rhythmic Spanish refrain of a song that celebrates the importance of bread. The reader is taken on a picturesque journey that follows the making of bread, from the seed planted in the soil to the baker's kneading of the dough. The text's musicality is inviting, but it is the detailed, earth-toned artwork that has the most appeal. Music included.

**Buddy Bear's Handwashing Troubles**  
ISBN: Unknown  
by Marjorie T. Cooke  
Unknown  
Unknown
Buddy Bear learns why it is important to wash his hands. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>Carrot Seed, The</strong></th>
<th>ISBN: 0064432106</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Ruth Krauss</td>
<td>HarperCollins Children's Books 1989 reprint</td>
</tr>
<tr>
<td>A little boy just knows that a carrot will grow from the seed that he plants--whatever his family may believe--in this brief (101 words) classic story of childhood faith rewarded. Ages: 5 to 8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Celery Stalks at Midnight</strong></th>
<th>ISBN: 0380690543</th>
</tr>
</thead>
<tbody>
<tr>
<td>by James Howe</td>
<td>Avon Books 1984</td>
</tr>
<tr>
<td>Chester the cat and his companions Harold the dog and Howie the puppy, are convinced the fourth pet in the house, Bunnicula, is a vampire rabbit. Chester's worried that Bunnicula is draining the life and color out of vegetables and is ready to move on to sucking the life-blood out of living creatures. Frantically the other animals seek for white vegetables and impale them with toothpicks, because Chester is sure that Bunnicula has left such vegetables as zombies, killer vegetables that will attack. Ages: 8 to 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cherries and Cherry Pits</strong></th>
<th>ISBN: 0688104789</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Vera Williams</td>
<td>Morrow,William &amp; Co 1991</td>
</tr>
<tr>
<td>This is the story of Bidemmi, a child artist who draws people she sees on the subway and makes up stories about them. Bidemmi buys cherries from a vendor, plants the pits in her yard, nurtures a little sprout, and coaxes a young tree into bloom and leaf. Bidemmi finds cherries hanging from the branches, enough for all her neighbors and even for their friends from Nairobi and Brooklyn, Toronto and St. Paul. Ages: 4 to 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chicken Soup with Rice</strong></th>
<th>ISBN: 006443253X</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Maurice Sendak</td>
<td>HarperCollins Children's Books 1990 reprint</td>
</tr>
<tr>
<td>&quot;Each month is gay, each season is nice, when eating chicken soup with rice.&quot; It's nice in January, April, June, and December--here's the every-month dish for everyone to remember. Ages: 5 to 8.</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>ISBN</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Cloudy with a Chance of Meatballs</strong></td>
<td>0689707495</td>
</tr>
<tr>
<td>by Judi Barrett</td>
<td>Simon &amp; Schuster Children's 1982</td>
</tr>
<tr>
<td>Grab your plates! In the land of Chewandswallow, meals - rather than rain or snow - fall from the sky. But something goes awry: the food falling from the sky gets larger and larger, causing the residents to make an escape before being squashed by giant pancakes or rolls. Ages: 5 to 8</td>
<td></td>
</tr>
<tr>
<td><strong>Corn is Maize: The Gift of the Indians</strong></td>
<td>0064450260</td>
</tr>
<tr>
<td>by Aliki</td>
<td>HarperCollins Children's Books 1996</td>
</tr>
<tr>
<td>Popcorn, corn on the cob, cornbread, tacos, tamales, and tortillas. All of these and many other good things come from one amazing plant. Aliki tells the story of corn: How Native American farmers thousands of years ago found and nourished a wild grass plant and made it an important part of their lives. They learned the best ways to grow and store and use its fat yellow kernels. And then they shared this knowledge with the new settlers of America. Ages: 5 to 8.</td>
<td></td>
</tr>
<tr>
<td><strong>Cow</strong></td>
<td>0881069566</td>
</tr>
<tr>
<td>by Jules Older</td>
<td>Charlesbridge Pub. Inc. 1998</td>
</tr>
<tr>
<td>A light-hearted, informative look at cows: different breeds, what they eat, how they make milk, and an assortment of other facts. Infants and preschool.</td>
<td></td>
</tr>
<tr>
<td><strong>Eating Fractions</strong></td>
<td>059072732X</td>
</tr>
<tr>
<td>by Bruce McMillan</td>
<td>Scholastic, Inc 1993</td>
</tr>
<tr>
<td>A math book that whets the appetite, the bright color photos in this book show two kids eating delicious A fractions@ of food illustrating math concepts. The author carries his math and food message one step further by including recipes, which provide delicious practice learning fractions. Preschool to age 8.</td>
<td></td>
</tr>
<tr>
<td><strong>Eating the Alphabet: Fruits and Vegetables from A to Z</strong></td>
<td>0152244360</td>
</tr>
<tr>
<td>by Lois Ehlert</td>
<td>Harcourt Brace &amp; Co. 1993</td>
</tr>
<tr>
<td>A colorful ABC book with a great presentation of a variety of foods both common</td>
<td></td>
</tr>
</tbody>
</table>
and uncommon, that may entice kids to taste. Includes a glossary with descriptions and interesting facts. Preschool to age 8.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everybody Cooks Rice</strong></td>
<td>0876145918</td>
</tr>
<tr>
<td>by Norah Dooley</td>
<td>Lerner Publishing Group</td>
</tr>
<tr>
<td>A child searches the neighborhood to find his brother at dinner time and discovers how rice is prepared in different households according to a variety of cultural traditions. Ages 7-11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everybody Bakes Bread</strong></td>
<td>087614895X</td>
</tr>
<tr>
<td>by Norah Dooley</td>
<td>Lerner Publishing Group</td>
</tr>
<tr>
<td>Sent by her mother to borrow a three-handled rolling pin, Carrie petitions six of her friendly neighbors for help. No one owns such a tool, but the neighbors -- each from a different ethnic background -- have plenty of fresh-baked bread to share. Static artwork accompanies the multicultural tale. Recipes are included. Preschool to age 8.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fat, Fat Rose Marie</strong></td>
<td>Out of print/ Try libraries</td>
</tr>
<tr>
<td>by Lisa Passen</td>
<td>Henry Holt</td>
</tr>
<tr>
<td>The new girl at school Rose Marie endures cruel teasing by all of her classmates except Claire. Freckle- faced Claire notices Rose Marie's shiny blond hair, bright blue eyes, and talent for math. Individual acceptance and the true meaning of friendship are themes explored in this book. Preschool to age 8.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feast for 10</strong></td>
<td>0395720826</td>
</tr>
<tr>
<td>by Cathryn Falwell</td>
<td>Houghton Mifflin Co.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From Seed to Plant</strong></td>
<td>0823410250</td>
</tr>
<tr>
<td>by Gail Gibbons</td>
<td>Holiday House, Inc</td>
</tr>
<tr>
<td>The transformation of seeds into full plants, which then generate new seeds, is</td>
<td></td>
</tr>
</tbody>
</table>
presented with elegance and simplicity. Each page is carefully structured. An appealing presentation of basic science. Ages: 5 to 8

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Germs Make Me Sick</strong></td>
<td>0064450538</td>
</tr>
<tr>
<td>by Melvin Berger</td>
<td>HarperCollins Children's Books</td>
</tr>
<tr>
<td>1995</td>
<td></td>
</tr>
</tbody>
</table>

Packed with wit and good humor as well as charts and diagrams, this book is the classic depiction of how your body fights back when germs make an invasion. Full color. Kindergarten to age 8.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Germs, Germs, Germs</strong></td>
<td>059062959</td>
</tr>
<tr>
<td>by Bobbi Katz</td>
<td>Scholastic, Inc.</td>
</tr>
<tr>
<td>1996</td>
<td></td>
</tr>
</tbody>
</table>

Germs describe in rhyme how they attack the body to cause illness and how careful people make life difficult for germs. Infants to preschool.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Giant Jam Sandwich, The</strong></td>
<td>0395442370</td>
</tr>
<tr>
<td>by John Vernon Lord</td>
<td>Houghton Mifflin Co</td>
</tr>
<tr>
<td>1987</td>
<td></td>
</tr>
</tbody>
</table>

When a swarm of wasps invades Itching Down the villagers work together to make a giant jam sandwich to trap them. Ages 4-8

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gobble and Gulp</strong></td>
<td>Out of Print/ Try libraries</td>
</tr>
<tr>
<td>by Stephen Cosgrove</td>
<td>Random House</td>
</tr>
<tr>
<td>1985</td>
<td></td>
</tr>
</tbody>
</table>

One in a series of stories about the Whimsies, in which they love to grow and eat wholesome foods. But trouble brews for Whimsie twins Blossom and Sprout when they are placed under a spell. They ignore the foods that are good for them and stuff themselves with sweets. Preschool to age 8.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grandpa's Garden Lunch</strong></td>
<td>Out of Print/ Try libraries</td>
</tr>
<tr>
<td>by Judith Caseley</td>
<td>Greenwillow Books</td>
</tr>
<tr>
<td>1991</td>
<td></td>
</tr>
</tbody>
</table>

A colorful book with about 1-3 sentences per page. A girl helps her grandpa put in a garden, then later comes for lunch and notes how every part of lunch has something from the garden, from the table centerpiece to the carrot cake. Preschool to age 8.
<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
<th>Author</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Eggs and Ham</td>
<td>0394800168</td>
<td>Dr. Seuss</td>
<td>Random House</td>
<td>1976 reprint</td>
</tr>
<tr>
<td>This timeless favorite makes an important point about food -- you will never know if you like a new food until you try it. Preschool to age 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green Grass and White Milk</td>
<td></td>
<td>Aliki</td>
<td>NY Crowell</td>
<td>1974</td>
</tr>
<tr>
<td>In the Let's Read and Find Out About Science series, this book looks at milk production from &quot;the green grass in a mountain meadow to the white milk in your cup.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gregory, the Terrible Eater</td>
<td>0590433504</td>
<td>Mitchell Sharmat</td>
<td>Scholastic Trade</td>
<td>1989</td>
</tr>
<tr>
<td>A very picky eater, Gregory the goat refuses the usual goat diet staples of shoes and tin cans in favor of fruits, vegetables, eggs and orange juice. Ages 4 to 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grey Lady and the Strawberry Snatcher</td>
<td>0689803818</td>
<td>Molly Bang</td>
<td>Simon &amp; Schuster Children's</td>
<td>1996</td>
</tr>
<tr>
<td>A tale told without words about an elderly lady dressed in grey who buys strawberries and is followed by a being who attempts to steal the strawberries from her. She is able to use color and camouflage to elude the Snatcher. Children seem to enjoy reading this 'suspense novel' time and time again. The book was a 1981 Caldecott Honor book (i.e., a runner-up to the Medal winner) for best illustrations in a book for children. Ages: 5 to 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growing Vegetable Soup</td>
<td>0152325808</td>
<td>Lois Elhert</td>
<td>Harcourt Brace Jovanovich</td>
<td>1990 reprint</td>
</tr>
<tr>
<td>In brightly-colored collage illustrations, a father and child share the simple joys of planting, watering, and watching seeds grow in their garden. Then they cook them all up into a delicious vegetable soup, the recipe for which is included. Full color. Preschool to age 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How My Parents Learned to Eat</strong></td>
<td>ISBN: 0395442354</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Ina Friedman</td>
<td>Houghton Mifflin Co.</td>
<td>1987</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th><strong>If You Give a Moose a Muffin</strong></th>
<th>ISBN: 0694700924</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Laura Joffe Numeroff</td>
<td>Harper Collins Children's Books</td>
</tr>
</tbody>
</table>

If a big hungry moose comes to visit, you might give him a muffin to make him feel at home. If you give him a muffin, he'll want some jam to go with it. When he's eaten all your muffins, he'll want to go to the store to get some more muffin mix. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>If You Give a Mouse a Cookie</strong></th>
<th>ISBN: 0064434095</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Laura Joffe Numeroff</td>
<td>Harper Collins Children's Books</td>
</tr>
</tbody>
</table>

"If you give a mouse a cookie, he's going to ask for a glass of milk. When you give him the milk, probably ask you for a straw. . . . " So begins this delightful story about an energetic mouse and an accommodating little boy. Full-color illustrations. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>If You Give a Pig a Pancake</strong></th>
<th>ISBN: 0060266864</th>
</tr>
</thead>
</table>

This winsome picture book shows what happens when a girl gives the little pig on her windowsill a plate of pancakes. One thing leads to another: pancakes to syrup, syrup to stickiness, stickiness to a bath, a bath to a rubber duck, the duck to homesickness for the pig's farm, homesickness to packing for the trip, packing to finding tap shoes, tap shoes to performing a dance, the dance to taking photos--and eventually to another plate of pancakes. The wild gyrations of the plot will
delight children as much as the clean, orderly lines and clear, gentle color of the artwork. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>In the Night Kitchen</strong></th>
<th>ISBN: 0064434362</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Maurice Sendak</td>
<td>Harper Collins Children's Books</td>
</tr>
</tbody>
</table>

This very short children's book is about a boy who dreams of cakes being prepared in a kitchen. Sendak is able to beautifully picture a typical boy's dream as he flies through the air, dough and milk. Ages: 4-6

<table>
<thead>
<tr>
<th><strong>It Looked Like Spilt Milk</strong></th>
<th>ISBN: 0064431592</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Charles G. Shaw</td>
<td>Harper Collins Children's Books</td>
</tr>
<tr>
<td></td>
<td>1988 Reprint</td>
</tr>
</tbody>
</table>

The white shape silhouetted against a blue background changes on every page. Is it a rabbit, a bird, or just split milk? Children are kept guessing until the surprise ending--and will be encouraged to improvise similar games of their own. Blue and white pictures. Ages: 5 to 7

<table>
<thead>
<tr>
<th><strong>Journey Cake Ho</strong></th>
<th>ISBN: 9997140265</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Ruth Sawyer</td>
<td>Weston Woods</td>
</tr>
<tr>
<td></td>
<td>1967</td>
</tr>
</tbody>
</table>

Johnny is leaving the farm because of hard times when his Journey Cake leads him on a merry chase that results in a farm yard full of animals and the family all together again. Ages: unspecified

<table>
<thead>
<tr>
<th><strong>Like Butter on Pancakes</strong></th>
<th>ISBN: 0140552618</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Jonathan London</td>
<td>Puffin</td>
</tr>
<tr>
<td></td>
<td>1998, Reprint</td>
</tr>
</tbody>
</table>

A little boy's day dawns with sunlight and breakfast smells and continues with barnyard animal playmates and haystacks made for jumping. Concrete action is reflected in both text and illustrations as the boy vigorously enjoys his day. London's poetic narrative makes a fine read-aloud, with Karas' charcoal-and- pastel drawings on colored paper providing joyous accompaniment. The precise language and generous composition make this a winning title for both group story time and lap sharing. Preschool to age 8
<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Nino's Pizzeria</td>
<td>0152463216</td>
<td>Harcourt Brace &amp; Co.</td>
<td>1990</td>
</tr>
<tr>
<td>by Karen Barbour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nino the pizza-maker closes down his cheerful little pizzeria and builds a big, fancy restaurant. He makes lots of money, but sacrifices precious time with his family, comes home exhausted and no longer enjoys his work. Saddest of all, he neglects his little son Tony, formerly known as his &quot;best helper.&quot; Fortunately, Nino quickly realizes his mistake. He leaves the big restaurant behind and reopens his beloved pizzeria...renaming it after his son. Preschool to age 8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Red Hen, The</td>
<td>0374445117</td>
<td>Sunburst</td>
<td>1993 Reprint</td>
</tr>
<tr>
<td>by Margo Zemach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This little red hen is a hard-working single mother who gets no help from the goose, the cat, and the pig. When she asks who will help her, the refrain &quot;Not I&quot; rings out loud and clear. Classic tale about work, cooperation, and consequences, with an underlying theme teaches children the stages of bread production. Margot Zemach's detailed, vivacious illustrations make this edition an all-time favorite. Preschool to age 8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>0805046461</td>
<td>Henry Holt &amp; Co., Inc.</td>
<td>1996</td>
</tr>
<tr>
<td>by Denise Flemming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One hungry mouse peeks out of his hole and sniffs ... LUNCH! Children can guess what fruit or vegetable comes next as the voracious rodent munches his way through yellow corn, green peas, orange carrots, and the rest of the colors vibrantly represented by Denise Fleming's unique, eye-catching style. Infant to Preschool.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Joanna Cole</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very popular, interesting series details the process of digestion through a fantastic journey inside the body. One page has a side bar that actually shows the pyramid food groups and warns against eating too much junk food! Ages 7 to 11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make Me a Peanut Butter Sandwich and a Glass of</td>
<td>Out of Print/ Try libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Author(s)</td>
<td>Publisher</td>
<td>ISBN</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------</td>
<td>--------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Milk</td>
<td>by Ken Robbins</td>
<td>unknown</td>
<td>unknown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A look at what goes into the making of a peanut butter sandwich shows readers how the bread dough is mixed, rises, and bakes, and describes how peanuts are grown, harvested, crushed into peanut butter, and jarred. Ages: unspecified.</td>
<td></td>
</tr>
<tr>
<td>Max's Breakfast</td>
<td>by Rosemary Wells</td>
<td>Penguin USA</td>
<td>0803722737</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max doesn't want to eat his egg- &quot;Bad Egg&quot; he says. You can't have any strawberries until you finish your egg declares Ruby, his sometimes overbearing older sister. But she outsmarts herself and ends up eating the egg, much to Max's delight. Now the egg is &quot;all gone,&quot; and Max can have some delicious strawberries. An amusing and all too true scene with bright new drawings by Wells. Infants to preschool.</td>
<td></td>
</tr>
<tr>
<td>Milk Makers, The</td>
<td>by Gail Gibbons</td>
<td>Aladdin</td>
<td>0689711166</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full of bright, colorful illustrations, this book explains in detail how a dairy cow generates milk and how the milk is processed prior to its eventual arrival at the table. Preschool to age 8.</td>
<td></td>
</tr>
<tr>
<td>More Spaghetti, I Say!</td>
<td>By Rita Golden Gelman</td>
<td>Scholastic, Inc.</td>
<td>0590457837</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mmmm! Spaghetti! Minnie the monkey can't get enough! Poor Freddy wants to play with her, but Minnie won't stop eating spaghetti! She could eat it all day - by itself, or with other foods. She could eat it by the truck-full, ski on it, hide in it.uh oh! Minnie feels sick! She ate too much! Freddy takes the bowl away, and what's this? Now Freddy is eating spaghetti and won't play with Minnie! Ages 5 to 7</td>
<td></td>
</tr>
<tr>
<td>Most Wonderful Egg in the World, The</td>
<td>by Hekne Heine</td>
<td>Simon &amp; Schuster Children's</td>
<td>0689711174</td>
</tr>
</tbody>
</table>
Three hens--Dotty, Stalky and Plumy--cannot decide which among them is the most beautiful, so they turn to the king for his advice. The king promises to make a princess of the one who can lay the most wonderful egg. However, each of the three eggs is wonderful in its own way, so the king makes princesses of all three hens. Preschool to grade two.

**Mr Putter and Tabby Bake a Cake**  
ISBN: 0152002146  
By Cynthia Rylant  
Harcourt Brace & Co.  
1994

Mr. Putter and his cat Tabby are back, this time faced with the problem of what to give their neighbor Mrs. Teaberry for Christmas. Mr. Putter decides to make her a cake, but first he must learn how to bake. After many funny efforts, he is successful, and the three neighbors share a delicious cake for Christmas. Ages 6 to 10.

**Mr. Putter and Tabby Pick the Pears**  
ISBN: 0152002464  
by Cynthia Rylant  
Harcourt Brace & Co.  
1995

In his fourth easy reader, the childlike Mr. Putter and his elderly cat Tabby cannot make it up the ladder to pick this year's pears because Mr. Putter has "cranky knees." So he fashions a slingshot from a stick, an old glove, and a pair of poodleprint underpants. His attempts to knock down the pears by using fallen apples fail but result in a wealth of apple turnovers, cider, and apple jelly. Ages 6 to 10.

**Mrs. Pig's Bulk Buy**  
by Mary Rayner  
Atheneum  
1981

This book provides yet another twist on the theme that variety is essential when making food choices. Mrs. Pig teaches her ten piglets a lesson when they insist on dumping ketchup on everything. Preschool to age 8.

**Night Vegetable Eater, The**  
by Elke Musicant  
Dodd Mead  
1981

Rabbit and Fly find out the nocturnal muncher in Rabbit's garden is Rabbit himself,
sleepwalking! Ages: not listed.

**Oliver's Fruit Salad**  
ISBN: 0531300870  
by Vivian French  
Orchard Books  
1998

Oliver's wonderful grandfather grows fruit tastier than anything from a can or bottle – or so Oliver tells his mother. But it doesn't mean Oliver will eat any. His clever grandparents get Oliver to try fruit salad which he discovers is yummy! Bright, bold illustrations make this funny book a feast for the eyes. Preschool to age 8.

**Oliver's Milk Shake**  
ISBN: 0531303047  
by Vivian French  
Orchard Books  
2001

Oliver is a picky eater. He knows what he likes and what he doesn't. But his Aunt Jen is determined to change his ways. "What you need," she says, wagging her finger, "is one of my yummy milk shakes." Naturally, she knows just the place to get the freshest ingredients. And this time, Oliver isn't putting up a fight. With its ravishing colors and deliciously understated wit, Oliver's third outing will be devoured by his many fans- and is sure to entice newcomers too. Preschool to age 8.

**Oliver's Vegetables**  
ISBN: 0531071049  
by Vivian French  
Orchard Books  
1995

Oliver visits his grandparents and hopes to find the potatoes so he can have the only vegetables he likes, french fries. But first he must find the potatoes in the garden, and in the process he tries and likes all the vegetables! Preschool to age 8.

**On Top of Spaghetti**  
ISBN: 0673362388  
by Tom Glazer  
Addison Wesley Longman, Inc.  
1995

This is a children's book illustrating the song 'On Top of Spaghetti.' Ages 5 to 7.

**One Hungry Monster**  
ISBN: 0316633887  
by Susan O'Keefe  
Little, Brown & Co  
1992 Reprint

Insatiable monsters demanding food increase in number from one to ten until a
small boy finally orders them all out of his bedroom. Ages 5 to 8.

<table>
<thead>
<tr>
<th><strong>Over Under in the Garden</strong></th>
<th>ISBN: 0374356777</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Pat Schories</td>
<td>Farrar, Straus &amp; Giroux</td>
</tr>
<tr>
<td></td>
<td>1996</td>
</tr>
</tbody>
</table>

The wonderful world of the garden and the alphabet are brought together in an alphabet book that combines informative facts on plants and animals in an A-to-Z presentation, enhanced by richly detailed paintings. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>Pancakes, Pancakes</strong></th>
<th>ISBN: 0689822464</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Eric Carle</td>
<td>Simon &amp; Schuster Children's</td>
</tr>
<tr>
<td></td>
<td>1998</td>
</tr>
</tbody>
</table>

The barnyard rooster crows and Jack wakes up -- hungry, of course! What does he want for breakfast? A big pancake! But first, Jack's mother needs flour from the mill, an egg from the black hen, milk from the spotted cow, butter churned from fresh cream, and firewood for the stove. Will Jack ever get his pancake? Ages 5 to 8.

<table>
<thead>
<tr>
<th><strong>Pea Patch Jig, The</strong></th>
<th>Out of Print/ Try libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Thatcher Hurd</td>
<td>Crown Books</td>
</tr>
<tr>
<td></td>
<td>1986</td>
</tr>
</tbody>
</table>

A family of mice is quite comfortable in Farmer Clem=s garden, though they do have some close calls! The story ends with a party in the pea patch, accompanied by a lively jig fiddle tune, the music for which is included at the end of the book in this edition. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>Peanut Butter, Apple Butter, Cinnamon Toast</strong></th>
<th>ISBN: 0811467457</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Argentina Palacios</td>
<td>Raintree/Steck-Vaugh</td>
</tr>
<tr>
<td></td>
<td>1998</td>
</tr>
</tbody>
</table>

Riddles in rhyme describe foods such as spaghetti, popcorn, apples, and carrots. Ages 4 to 8.

<table>
<thead>
<tr>
<th><strong>Picking Peas for Penny</strong></th>
<th>ISBN: 0590459422</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Angela Medearis</td>
<td>Scholastic, Inc.</td>
</tr>
<tr>
<td></td>
<td>1993 Reissued</td>
</tr>
</tbody>
</table>

Angeline and John are off on a pea-picking race. Grandfather has promised them a penny for every pound of peas they pick on a hot summer day during the Depression. Provides an upbeat, historical portrait of an African-American farm
<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
<th>Author</th>
<th>Publisher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potato Man, The</td>
<td>0531070530</td>
<td>Megan McDonald</td>
<td>Orchard Books</td>
<td>1994</td>
</tr>
<tr>
<td>Grandpa tells his two attentive grandchildren the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>story of his fear of and eventual friendship with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a peddler who was disfigured in the &quot;Great War.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The text, a slice-of-life evocation of a past era,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sets forth conflict and solution without</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moralizing and is matched by Lewin's handsome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watercolors. Ages 5 to 7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potato Pancakes All Around: A Hanukkah Tale</td>
<td>0827602170</td>
<td>Marilyn Hirsh</td>
<td>Jewish Publication Society</td>
<td>1982</td>
</tr>
<tr>
<td>A wandering peddler teaches the villagers how to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make potato pancakes from a crust of bread. Ages:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 to 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potluck</td>
<td>053107045X</td>
<td>Anne Shelby</td>
<td>Orchard Books</td>
<td>1994 Reprint</td>
</tr>
<tr>
<td>A beautifully illustrated book weaves together a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>multi cultural cast of characters and foods as</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they convene for their colorful potluck. Different</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dishes and foods are represented (asparagus soup,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bagels, kale, yams, etc.), one for every letter of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the alphabet! Preschool to age 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pumpkins, Pumpkins</td>
<td>0688099300</td>
<td>Jeanne Titherington</td>
<td>Morrow, William &amp; Co</td>
<td>1990 Reprint</td>
</tr>
<tr>
<td>Jamie plants a pumpkin seed and, after watching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it grow, carves it, and saves some seeds to plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the spring. Ages: 4 to 7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabbit Food</td>
<td>0763607312</td>
<td>Susan Gretz</td>
<td>Candlewick Press</td>
<td>1999</td>
</tr>
<tr>
<td>Uncle Bunny stands as an excellent role model for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John, a young bunny who has a difficult time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appreciating the &quot;fine&quot;, edible delicacies of life,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as celery, tomatoes, peas, mushrooms, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>carrots. Ages: 5 to 7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Experiments You Can Eat</td>
<td>0064460029</td>
<td>Vicky Cobb</td>
<td>HarperCollins</td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Written more than 20 years ago, the book that revealed the kitchen to be the perfect home laboratory has been revised and updated to reflect advances in scientific knowledge and the invention of the microwave. There are lots of new experiments as well as all the favorites. Ages: 10 and up.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>So Hungry</strong></td>
<td>0394891279</td>
</tr>
<tr>
<td>by Harriet Ziefert</td>
<td>Random House</td>
</tr>
</tbody>
</table>

Finding themselves extremely hungry, young lions Lewis and Kate have fun making enormous sandwiches and eating them as fast as possible. Ages: 5 to 6.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spice Alphabet Book, The</strong></td>
<td>0881068977</td>
</tr>
<tr>
<td>by Jerry Pallota</td>
<td>Charlesbridge Pub</td>
</tr>
</tbody>
</table>

In text and illustrations, this volume presents spices and herbs that correspond to the letters of the alphabet. Ages: 5 to 8.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stinky Cheese Man</strong></td>
<td>0140558780</td>
</tr>
<tr>
<td>by Jon Scieszka</td>
<td>Viking Penguin</td>
</tr>
</tbody>
</table>

A totally irreverent retelling of a number of classic fairy tales including "The Little Red Hen," "The Princess and the Pea," and "The Ugly Duckling." All are accompanied by the equally wacky and outrageous illustrations of Lane Smith. A book that will undoubtedly appeal to those who know the original stories and have a good sense of the absurd. Ages: 5 to 8.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stone Soup</strong></td>
<td>0874990521</td>
</tr>
<tr>
<td>by Marcia Brown</td>
<td>Charles Scribner's Sons</td>
</tr>
</tbody>
</table>

The classic story of how three hungry solders convince the peasants of a small village that soup made of stones is indeed hearty and delicious. Preschool to age 8.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story of Johnny Appleseed, The</strong></td>
<td>0671667467</td>
</tr>
<tr>
<td>by Aliki</td>
<td>Simon &amp; Schuster Children's</td>
</tr>
</tbody>
</table>

Retells the wandering of John Chapman whose devotion to planting apple trees made him a legendary figure in America. Ages 5 to 8.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strega Nona: An Original Tale</td>
<td>by Tomie dePaola</td>
<td>Simon &amp; Schuster Children's</td>
<td>1979</td>
<td>When Strega Nona leaves him alone with her magic pasta pot, Big Anthony is</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>determined to show the townspeople how it works. Ages 5 to 9.</td>
</tr>
<tr>
<td>Super Snoop Sam Snout and the Case of The Yogurt Poker</td>
<td>by Anne LeMieux</td>
<td>Avon Camelot Books</td>
<td></td>
<td>Searching for a culprit who pokes holes in the aluminum foil yogurt lids of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>spoiled little rich kid Heather Holloway, Super Snoop Sam must look through</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>an entire school of students who like to tease the stuck-up Heather. Ages:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>unspecified.</td>
</tr>
<tr>
<td>Talking Eggs, The: A Folktale from the American South</td>
<td>by Robert San Souci</td>
<td>Dail Books for Young Readers</td>
<td>1990</td>
<td>This is an adaptation of a Creole folktale involving Blanche, whose kindness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>to an old witch gains her riches, while her sister who makes fun of the old</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>woman is also duly rewarded. The wondrous talking eggs prove that the plainest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>object may conceal treasures within. Ages 5 to 8.</td>
</tr>
<tr>
<td>Ten Potato Scrub, The</td>
<td>by Marjorie T. Cooke</td>
<td>Unknown</td>
<td></td>
<td>Buddy Bear teaches kids to proper way to wash their hands. This is a companion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unknown</td>
<td></td>
<td>book to &quot;Buddy Bear's Handwashing Troubles&quot;. Preschool to age 8.</td>
</tr>
<tr>
<td>This is the Way We Eat Our Lunch</td>
<td>by Edith Baer</td>
<td>Scholastic</td>
<td>1995</td>
<td>A rhyming journey through the scenery and foods of places throughout America</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and the World, from Massachusetts clams to Japanese tempura. At the end, the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>places visited are listed and marked on a map. Recipes are included for three</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of the featured foods, and 20 of the other featured foods are each given a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>brief description. Ages 7-11.</td>
</tr>
<tr>
<td>Title</td>
<td>ISBN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This Year's Garden</td>
<td>0689711220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Cynthia Rylant</td>
<td>Simon &amp; Schuster Children's 1986</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A pigtailed little girl tells how she and her family work through the seasons on the garden. A garden's cycle takes an entire year. Winter is the time for planning, and spring for planting. After the long summer, the first vegetables are ready to eat. Then comes the fall harvest. Ages 5 to 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Those Mean Nasty Dirty Downright Disgusting but Invisible Germs</td>
<td>0934140464</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Judith Rice</td>
<td>Toys'n Things Press 1997</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth encounters five Amean, nasty, dirty, downright disgusting but ... invisible germs during her morning school but gets rid of them by washing her hands. Full-color illustrations. Bilingual English and Spanish. Ages 7-11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too Many Tamales</td>
<td>0698114124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Gary Soto</td>
<td>Putnam Publishing Group 1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria was feeling very grown-up on Christmas Eve as she helped her mother prepare the tamales for Christmas dinner. When she slipped her mother's diamond ring onto her finger, she only meant to wear it for a minute. But suddenly, the ring was gone, and there were 24 tamales that just might contain the missing ring. Ages: 5 to 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tops and Bottoms</td>
<td>0152016821</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Janet Stevens</td>
<td>Harcourt Brace &amp; Co. 1997</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This children's book is a retelling of an African-American folktale about a lazy bear and an industrious rabbit, a trickster, who grows different crops on the bear's land. Sometimes the bear wants the top of the crops while the hare takes the bottoms. Other times the bear demands the bottoms. Each time, the hare grows a crop which makes him the &quot;winner&quot; in the deal. The book was a 1996 Caldecott Honor book for best illustrations in a book for children. Preschool to age 8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unbeatable Bread</strong></td>
<td>ISBN: 0803716117</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Lyn Littlefield Hookes</td>
<td>Penguin USA</td>
<td>1996</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rotund Uncle Jon wakes up one morning with a deep, impractical need to bake an unbeatable bread, a bread that will summon animals from hibernation and wrest springtime from the wintry hills. The insistent rhymes and hard-hitting cadence ring like bells carrying readers along on flights of fancy as the smell of bread permeates the house and neighborhood. A soul-warming treat to leave readers salivating.
Ages: 5 to 8.

<table>
<thead>
<tr>
<th><strong>Very Hungry Caterpillar, The</strong></th>
<th>ISBN: 0399208534</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Eric Carle</td>
<td>Philomel Books</td>
</tr>
</tbody>
</table>

This story clearly and vividly illustrates how food is needed to build young bodies and sets the stage for a discussion of how food fuels the growth of all living things, even kids. Preschool to age 8.

|-----------------------------------------------|-------------------|

This is a very nice alphabet book for children, based on the vegetable garden. It has an ecology/ environment related theme coupled with excellent illustrations. The text is accurate and informational with good vocabulary. It seems, however, to point up more unusual vegetables where more common items would have done fine.
Ages 5 to 8.

<table>
<thead>
<tr>
<th><strong>What Food Is This?</strong></th>
<th>ISBN: 059046583X</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Rosemarie Hausher</td>
<td>Scholastic</td>
</tr>
</tbody>
</table>

Photos of a wide variety of foods and children accompany a question/answer format that discusses 18 different foods, featuring questions like how they are grown or processed. Ages 7-11.

<table>
<thead>
<tr>
<th><strong>What Happens to Hamburgers?</strong></th>
<th>ISBN: 0064450139</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Paul Showers</td>
<td>HarnerCollins Children's Books</td>
</tr>
</tbody>
</table>
Explains the processes by which a hamburger and other foods are used to make energy, strong bones, and solid muscles as they pass through the digestive system. Ages 5 to 8.

<table>
<thead>
<tr>
<th><strong>When I'm Hungry</strong></th>
<th>Out of Print/ Try libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Jane R. Howard</td>
<td>Dutton</td>
</tr>
<tr>
<td></td>
<td>1992</td>
</tr>
</tbody>
</table>

As the boy in this story munches his breakfast, he imagines eating like different animals do. Preschool to age 8.

<table>
<thead>
<tr>
<th><strong>Why Do I Eat?</strong></th>
<th>Out of Print/ Try libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Rachel Wright</td>
<td>Aladdin Basics</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
</tr>
</tbody>
</table>

Describes how different kinds of food provide needed nutritional fuel for the human body and how the process of digestion works. Ages: unspecified.

<table>
<thead>
<tr>
<th><strong>Your Skin and Mine</strong></th>
<th>ISBN: 006445102X</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Paul Showers</td>
<td>Harper Collins Juvenile Books 1991 Revised</td>
</tr>
</tbody>
</table>

In this basic introduction to the skin and its functions, four children take turns presenting different aspects of the skin, such as pigment and melanin, cuts and healing, fingerprints, and the sense of touch. Preschool to age 8.
Section 8.4

Nutrition Books for Preschoolers

(For more information visit this website: www.library.adoption.com/Nutrition-Diet-Food/Nutrition-Books-for-Preschoolers/article/6889/1.html)
**Nutrition Books for Preschoolers**

The Carrot Seed  
**Ruth Krauss, Crockett Johnson (Illustrator)**  
A classic story about a little boy who plants a seed, then waits patiently for his prize-winning carrot to grow.

Blueberries for Sal  
**Robert McCloskey**  
Sal can't seem to pick the berries as fast as she eats them in this gentle tale of mothers, cubs, and blueberries.

Chicken Soup with Rice: A Book of Months  
**Maurice Sendak**  
"Each month is gay, each season nice, when eating chicken soup with rice."

Color Crunch  
**Charles Reasoner**  
A colorful food guide for pre-schoolers, complete with bite marks on the pages that feature food.

Growing Colors  
**Bruce McMillan**  
Bruce McMillan uses his camera to invite young children into gardens and orchards to discover nature's beautiful colors.

I Eat Fruit  
**Hannah Tofts, Rupert Horrox (Illustrator)**  
This book introduces children to fruits and vegetables but also provides an artful impact by placing a photograph against a dramatic background.

I Eat Vegetables  
**Hannah Tofts (Illustrator)**  
A colorful introduction to fruits and vegetables that allows children to see which need to be peeled, which have seeds, which have pits, etc.

Jamberry  
**Bruce Degen (Illustrator)**  
A boy and a bear romp through Berryland, inviting the reader to celebrate in this berry-filled hunt.

Lunch  
**Denise Fleming (Illustrator)**  
A mouse chomps his way through this clever book of turnips, carrots, corn, peas, berries, grapes, apples and watermelon.

No Milk!  
**Jennifer Ericsson, Oran Eitan (Illustrator)**  
A charming book about a city boy who tries almost everything to get milk out of a cow.

Pancakes, Pancakes  
**Eric Carle (Illustrator)**  
This story takes the reader through the preparation of a pancake breakfast: getting flour from the mill, an egg from the hen, milk from the cow, butter churned from cream, and firewood for the stove!
Peanut Butter and Jelly: A Play Rhyme
Nadine Bernard Westcott (Illustrator)
Two children create a table-sized sandwich.

The Very Hungry Caterpillar
Eric Carle
The caterpillar eats his way through the week (and book), before changing into a beautiful butterfly.

To Market, To Market
Anne Miranda, Janet Stevens (Illustrator)
Rhythmic and fun, this story adapts a traditional children's song into amusing chaos in our contemporary world.

accessed from: http://library.adoption.com

Margaret Broughton M.Sc. R.D.
Community Nutritionist
Vancouver Coastal Health
West Community Health Centre
990 - 22nd Street
West Vancouver, B.C.
V7M 2N6
604-904-6229
Section 9.1

Helping Your Toddler to Eat Well: Sharing the Responsibility.
Insert: Helping Your Toddler to Eat Well: Sharing the Responsibility
69a Helping Your Toddler to Eat Well: sharing the Responsibility.pdf

Website: www.bchealthguide.org/healthfiles/hfile69a.pdf
Section 9.2

Meal and Snack Ideas for Your Toddler
Section 9.3

How to Build a Healthy Preschooler

(For more information visit this website:
www.beststart.org/resources/nutrition)
How to Build a Healthy Preschooler
Healthy_Preschooler_Sep_04.pdf (page 1 only)

www.beststart.org/resources/nutrition
Section 9.4

Smart Snacks to Fuel Your Body

(For more information visit this website: www.eduhealth.org/PDFs/BB/HED.410.pdf)
Section 9.5

The ABC’s of Feeding Preschoolers

(For more information visit this website: www.beststart.org/resources/nutrition)
Section 9.6

Parent Handouts and Recipes
There is no electronic insert for this section.
Section 10.1

Canada’s Guide to Healthy Eating and Physical Activity

(For more information visit this website: www.phac-aspc.gc.ca/guide/alt_formats/guide/pdf/cg-cg_e.pdf)
Insert: Canada’s Guide to Healthy Eating and Physical Activity
Cg cg_e.pdf

Website: www.phac-aspc.gc.ca/guide/alt_formats/guide/pdf/cg cg_e.pdf
Section 10.2

Canada’s Food Guide to Healthy Eating

(For more information visit this website: www.hc-sc.gc.ca)
Insert: Canada’s Food Guide to Healthy Eating
Fg_rainbow-acr_en_ciel_ga_e.pdf

Website: www.hc-sc.gc.ca
Section 10.3

Canada’s Food Guide to Healthy Eating
Focus on Preschoolers
Background for Educators and Communicators

(For more information visit this website: www.hc-sc.gc.ca)
Healthy Eating: A Priority during the Preschooler Years

This resource discusses how you, as an educator or communicator, can use Canada’s Food Guide to Healthy Eating to promote healthy eating among preschool children aged two to five years. Use this resource along with the Food Guide tear sheet and Food Guide Facts: Background for Educators and Communicators.

Healthy eating is important for preschool children to:

- provide the energy and essential nutrients they need to grow, develop and be active;
- develop their sense of taste, acceptance and enjoyment of different foods;
- contribute to their sense of well-being and feeling good about themselves;
- instill attitudes and practices which form the basis for lifelong health-promoting eating and activity patterns.

* See sections, "Other Food Guide Materials", at end to find out how to get copies of these and other Food Guide resources.

How Preschoolers Approach Eating

Early childhood is an exciting time of change. Bodies are growing. Skills are being mastered. Attitudes are forming. Although every child is different, the following traits are common among preschool children and influence how they approach eating:
A natural curiosity

Youngsters explore their world by touching, seeing, hearing, smelling and tasting. Most two- and three-year-olds take great pleasure in experimenting with new foods. A banana is likely to be carefully inspected and squashed between the fingers of curious two-year-olds before reaching their lips. Three-year-olds love to discover surprises such as a special fruit or an animal-shaped sandwich served as a snack. "Why" becomes a frequently used word, especially by four- and five-year olds. Because of their innate inquisitiveness, they may, for example, need to know why the bread is brown before trying it. It is through the curiosity, which preschoolers bring to food, that they learn to enjoy an expanding range of foods.

Striving for independence

Two- and three-year olds are striving for greater independence. Deciding whether to eat or not is something they can easily control. For example, they may insist on a familiar food one day and reject it the next. These whims are normal. Meanwhile, four- and five-year olds like helping adults by selecting food at the supermarket, then preparing and serving it.

A Need for security

Because they need the security of what is familiar to them, two- and three-year olds look for structure in their lives. Most prefer meals and snacks on a regular schedule and in familiar surroundings. Many toddlers insist on having their milk in a certain cup, their food cut in preferred shapes or the same food for lunch over several days. New foods may be refused with the common refrain "I don't like it, I've never tried it". As preschoolers get older, they tend to be more willing to try unfamiliar foods that are prepared and served in different ways.

Limited attention span but growing sense of purpose

The ability to focus on one thing increases considerably between the ages of two and five years. This applies at mealtimes too. When hungry, young children will focus on eating. When satisfied, their attention turns elsewhere. Playing with their spoon is more interesting than eating the food before them. Although parents may become concerned when the child dawdles over uneaten food, it is quite normal to see children lose interest in any activity in a short time.
Imitate people around them

Preschoolers can learn to like a wide assortment of foods by eating with friends and family members who enjoy these foods. Children easily pick up subtle messages about how others view foods. For example, a four-year-old boy may be reluctant to eat turnip - a food his father is not fond of, whereas he eagerly eats cabbage - his father's favourite.

For preschoolers, healthy eating is...

- being curious about new foods and ways of eating them;
- examining the chicken sandwich before they eat it;
- accepting toast only if it is cut in triangles;
- trying only a bite of squash today - maybe more tomorrow;
- drinking milk only if they can pour it into their own glass;
- loving carrots on Tuesday, refusing them on Wednesday;
- Insisting the apple be whole - not in slices;
- wanting a peanut butter sandwich for lunch every day for a week;
- gobbling up the cookies they helped to prepare when they are fresh from the oven;
- preferring simple foods they can recognize;
- drinking soup out of a coffee mug just like mom's.

Canada’s Food Guide to healthy eating for preschoolers

Canada's Food Guide to Healthy Eating was initially designed for people four years and older.

By adapting the Food Guide to take into account the smaller amounts of food preschoolers eat, it becomes a useful tool for everyone in the family over two years of age. Using one Food Guide for the family makes sense because children tend to adopt the same pattern of eating as their older siblings and parents. The following sections show how you can use the Food Guide to meet the needs of children during the preschool years that is from two to five years of age.
Striving for variety

A key message of the Food Guide is to "Enjoy a variety of foods from each food group every day". The preschool years are important years for learning to taste and enjoy an expanding number of foods prepared in different ways.

For preschoolers, variety promotes:

- an adequate intake of essential nutrients

Choosing a variety of food from the four food groups is the surest way to supply essential nutrients and energy needed for childhood growth and development. The Food Guide provides further advice on making food choices through its key messages. For example, "Choose whole grain and enriched products more often" and "Choose dark green and orange vegetables and orange fruit more often" encourage choosing nutrient-rich foods from the Grain Products and Vegetables and Fruit food groups.

- the positive and pleasurable aspects of eating by exploring a wide range of foods varying in colour, flavour and texture

Preschoolers are eager to learn about the nature of food. From an early age most delight in exploring the textures and savouring the tastes of various foods. Even simple activities such as helping to cut open a pumpkin or make muffins are ways children learn about food. Preparing food gives young children a feeling of accomplishment. It also encourages them to eat these foods, i.e. potatoes, which the preschooler has helped to mash, or radishes he has picked from the garden are more appealing than those, which just appear on the table.

- the use of foods and cuisines enjoyed by different ethnic and cultural groups

Children eat according to the eating traditions of their family. These traditions are a valued aspect of their culture. Many of the foods appearing in the rainbow design of the Food Guide - for example, tofu, sweet potato, bok choy, rice and pasta - are those enjoyed by various ethnic and cultural groups living in Canada. Different cuisines also use common foods such as chicken and fish in ways that show their ethnic and cultural uniqueness.

Learning to appreciate food as prepared and enjoyed by other ethnic and cultural groups can add to the interest children already have in food and eating. For example, by exploring a staple food such as bread in its many forms - pita, bannock, focaccia, bagels, chapattis - children can begin to appreciate the cultural diversity that food choices reflect.

A vegetarian family

In Asha's family, no one eats meat or fish, however they do eat milk products and eggs. As lacto-ovo vegetarians, Asha's parents use the Food Guide to choose foods from all the food groups. Instead of meat they prepare a variety of dishes using tofu, other legumes such as dried peas, beans and lentils, nuts and nut butters, and eggs to meet the recommended number of servings from the Meat and Alternatives food group.
Asha gets enough protein, iron and zinc because she consumes milk products, legumes and grain products every day and eggs a few times a week. She also has at least two cups of milk every day. Besides drinking it, she likes it on her cereal at breakfast and in soups and puddings made with milk. This ensures an adequate intake of vitamin D, calcium and vitamin B12, a vitamin that is found only in foods of animal origin.

Do children need vitamin-mineral supplements?

Eating a variety of foods is the best way to ensure an adequate intake of nutrients. If a child is eating according to the Food Guide, is growing well and is healthy, vitamin-mineral supplements are rarely necessary. They may be indicated for special situations such as vitamin D supplements for children who do not consume enough vitamin D-fortified milk.

Some children may not be eating a variety of foods as recommended in the Food Guide because of cultural preferences, health concerns such as food intolerances or personal food dislikes. Ways to improve the child's eating pattern, including suggestions for alternative foods and different ways of preparing foods, which the child may accept, can be discussed with parents and caregivers. If supplements are indicated, a dietitian or doctor can provide guidance on the type, amount and duration. Like all medications, supplements should be kept out of reach of preschoolers to avoid overdose.

How to introduce new foods

Parents and Caregivers can help preschoolers accept a wider selection of foods by:

- being role models. Children are more eager to eat foods that they see family and friends enjoying;
- presenting food in appealing ways by combining different colours, textures and shapes of food; offering small quantities of a new food alongside a familiar one, without pressure to eat the new food;
- serving a new food when children are with their peers;
- encouraging them to become familiar with different foods by helping to grow, buy, prepare or serve them;
- being patient. If an unfamiliar food is not accepted the first time, it can be offered again later. The more often children are exposed to new foods, the more likely they will taste them and learn to accept them;
- not using foods as rewards. For example, withholding a sweet dessert until all the vegetables are eaten may establish a preference for the dessert and a dislike for the vegetables; respecting individual food preferences. Every child has different likes and dislikes.

Grain Products

Choose whole grain and enriched products more often.
Vegetables and Fruit

Choose dark green and orange vegetables and orange fruit more often.

Milk Products

Choose lower-fat milk products more often.

Meat and Alternatives

Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

Energy for growth, development and activity

Meeting children's energy needs for growth, development and activity is a priority for healthy eating. Preschoolers can meet their energy needs by following the pattern of eating promoted by Canada's Food Guide to Healthy Eating.

- Both carbohydrates and fat are important sources of energy (Calories) in foods. The Food Guide recommends that energy come chiefly from foods containing complex carbohydrates. It recommends a pattern of eating that promotes a variety of foods, emphasizes breads, cereals, other grain products, vegetables and fruit, and includes lower-fat foods.
- The preschooler years are an important time for forming life-long healthy eating patterns, which include learning to enjoy lower-fat foods. * In practical terms, this means that the same lower-fat foods as those eaten by other family members can be offered to preschoolers. For example, if the family uses lower-fat milk such as 2% or 1%, preschoolers can have it as part of their eating pattern, provided their energy needs are met.
- Higher-fat foods* are also part of healthy eating. The Food Guide recommends that these be used in moderation. When applying this message to preschoolers, more flexibility is needed. Because fat is a concentrated energy source, nutritious higher-fat foods such as peanut butter and cheese help preschoolers satisfy their energy needs. This is especially important for the younger preschooler and children who tend to eat smaller amounts of food.

* For examples of lower- and higher-fat foods, see Food Guide Facts. Background for Educators and Communicators. "A Closer Look at Fat".

Different preschoolers need different amounts of food

The amount of food preschoolers need depends on their age, body size, activity level, growth rate and appetite. The following sections on choosing the number of servings from each food group and on portion sizes for children will help you use the Food Guide to plan meals and snacks for preschoolers.
How many servings from the food groups do preschoolers need?

The Food Guide gives a lower and higher number of servings for each food group. These serving ranges make the Food Guide flexible to use with family members with different energy and nutrient needs. When choosing the number of servings for preschoolers, the following general guidelines apply:

- There is a wide range of servings for Grain Products (5-12) and Vegetables and Fruit (5-10). Preschool children will generally choose child-size servings around the lower end of the range for these food groups every day.
- The Food Guide recommends 2-3 servings per day of Milk Products. Preschoolers should consume 500 mL (2 cups) of milk every day because it is their main dietary source of vitamin D. This can be counted as two servings. In addition, they may also choose to include a child-size serving of other Milk Products such as cheese and yogurt.
- Preschool children can choose 2-3 child-size servings of Meat and Alternatives each day.

What is a child-size serving?

There is a wide variation in portions of foods consumed by preschoolers. That's why a child-size portion is anywhere from one-half to the full size for foods in each food group, as indicated in Canada's Food Guide to Healthy Eating. Generally the size of portion increases with age. For example, a two-year-old may eat a half slice of bread, whereas a four-year-old is more likely to eat a whole slice. Both of these can be counted as one child-size serving of Grain Products.

<table>
<thead>
<tr>
<th>Examples of one child-size serving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grain Products</strong></td>
</tr>
<tr>
<td>1/2-1 slice of bread</td>
</tr>
<tr>
<td>15-30 g cold cereal*</td>
</tr>
<tr>
<td>75-175 mL (1/3-3/4 cup) hot cereal</td>
</tr>
<tr>
<td>1/4-1/2 bagel, pita or bun</td>
</tr>
<tr>
<td>1/2-1 muffin</td>
</tr>
<tr>
<td>50-125 mL (1/4-1/2 cup) pasta or rice</td>
</tr>
<tr>
<td>4-8 soda crackers</td>
</tr>
<tr>
<td><strong>Vegetables and Fruit</strong></td>
</tr>
<tr>
<td>1/2-1 medium-size vegetable or fruit</td>
</tr>
<tr>
<td>50-125 mL (1/4-1/2 cup) fresh, frozen or canned vegetables or fruit</td>
</tr>
<tr>
<td>125-250 mL (1/2-1 cup) salad</td>
</tr>
<tr>
<td>50-125 mL (1/4-1/2 cup) juice</td>
</tr>
<tr>
<td><strong>Milk Products</strong></td>
</tr>
<tr>
<td>25-50 g cheese</td>
</tr>
<tr>
<td>75-175 g (1/3-3/4 cup) yogurt</td>
</tr>
<tr>
<td>Preschoolers should consume a total of 500 mL (2 cups) of milk every day.</td>
</tr>
<tr>
<td><strong>Meat and Alternatives</strong></td>
</tr>
<tr>
<td>25-50 g meat, fish or poultry</td>
</tr>
<tr>
<td>1 egg</td>
</tr>
<tr>
<td>50-125 mL (1/4-1/2 cup) beans</td>
</tr>
<tr>
<td>50-100g (1/4-1/3 cup) tofu</td>
</tr>
<tr>
<td>15-30 mL (1-2 Tbsp) peanut butter</td>
</tr>
</tbody>
</table>
How to Apply Child-Size Servings

An example with Jenny and Tommy: Jenny is five years old and her brother, Tommy, has just turned three. As shown by this example of yesterday's dinner, Tommy tends to eat the same foods as Jenny but in smaller portions.

Dinner

Both Jenny and Tommy drank 125 mL of milk with dinner, as part of the 500 mL of milk they have each day.

Tommy

noodles - 50 mL serving size - 1 grain products
braised beef - 25 g serving size - 1 meat and alternatives
carrot coins - 50 mL serving size - 1 vegetables and fruit
fruit salad - 50 mL serving size - 1 vegetables and fruit with yogourt - 50 mL serving size - 1/2 milk products
oatmeal cookie - 1 cookie serving size - 1 grain products

Jenny

noodles - 125 mL serving size - 1 grain products
braised beef - 50 g serving size - 1 meat and alternatives
carrot coins - 75 mL serving size - 1 vegetables and fruit
fruit salad - 125 mL serving size - 1 vegetables and fruit with yogourt - 100 mL serving size - 1 milk products
oatmeal cookie - 1 cookie serving size - 1 grain products

"Is my child eating enough?...too much?"

Many parents and caregivers are concerned about how much their child eats. For some, their concern is that the child is eating too little; for others, it is that the child is eating too much. Children know best how much they need. Parents and caregivers can help them meet their nutrient and energy needs by providing a variety of foods and by:

- respecting the child's ability to determine how much food to eat;
- offering portions suitable for the child, with options for seconds, and allowing children to serve themselves when possible;
- setting regular meal and snack times - ones that work best for the preschoollower and the family;
- making time for healthy eating so that meals and snacks are not rushed;
- providing a comfortable setting for eating - one that is without distractions such as television, which can interfere with hunger and satiety cues;
- not pressuring the child to eat.
Preschoolers can determine how much to eat

While parents and caregivers determine the selection of foods offered, preschoolers can determine how much food they need. Throughout the day, children are able to adjust their intake of energy. For example, if a child has a low energy meal or snack, the next one tends to be higher in energy. This explains why some children eat more at one meal than at another. By trusting their hunger cues, preschoolers can learn to choose an amount they can expect to eat. Parents and caregivers can help build this trust by responding appropriately to signs that indicate when the preschooler is hungry or satisfied.

Small Frequent Feedings for Preschoolers

Because preschoolers have both small stomachs and relatively high needs for energy, they may need to eat small amounts of food frequently throughout the day. This is most commonly achieved by three meals with a nutritious snack between meals. Most preschoolers prefer regularly scheduled meals and snacks.

Appetites of Preschoolers Fluctuate

Appetites tend to increase during growth spurts and periods of intense activity, and fall when the preschooler is overly tired or excited. Food intakes of preschoolers can vary from day to day. Over time, the child's intake of nutrients and energy typically average out, thus achieving a healthy balance.

Children with Small Appetites

Preschoolers who have small appetites and who typically eat smaller amounts of food - for example, the smaller child-size portions at the lowest number of servings - need foods, which are high in both nutrients and energy. In feeding the smaller eater, parents and caregivers can offer:

- food without insisting that the child eat if he or she is not hungry;
- small meals with a nutritious snack between meals;
- smaller portions with the option for seconds;
- nutrient-rich foods, including foods high in iron such as meat, whole grain and enriched cereals, peas, beans and lentils;
- some energy-dense foods such as peanut butter, cheese, high-fat yogurt, whole milk and muffins, which are nutritious and higher-fat food enjoyed by many preschoolers.

Getting together for lunch

Nicholas, Amira and Mathieu look forward to meal and snack times at Marie’s, their caregiver. Marie encourages the children to try new foods. For example, she suggested that five-year-old Nicholas' mother bring his favourite food - perogies - for the other children to try. When Amira and Mathieu saw how much their older friend liked them, they were eager for a
taste too. Later at home Mathieu told his parents about perogies and asked to try them for supper sometime. Two-year-old Amira is a small eater. Sometimes she is too tired to eat much for lunch. When Amira wakes up from her mid-day nap, Marie makes sure she gets a snack, which is nutritious and energy-dense. While her parents have cut back on higher-fat foods like peanut butter, ice cream and higher-fat cheeses, they know these energy-dense food choices help Amira meet her energy needs.

Four-year-old Mathieu enjoys mealtimes at Marie’s because everyone sits together. Marie knows Mathieu needs extra time to finish his meals and snacks so she doesn’t rush him. Like his friends, Mathieu feels good when he is enjoying a meal with friends and he has fun trying out new foods with them.

**Milk and the preschooler**

Milk is an excellent source of vitamin D and calcium, nutrients that are essential for building healthy bones and strong teeth during the preschool years. Because of its key role in health, the need for vitamin D is especially high during the preschool years. Vitamin D is available through exposure to ultraviolet light in sunshine and through certain foods. Current advice to moderate children’s exposure to sunlight and the increased use of sunscreens limit the vitamin D available through sunshine. This makes food sources even more important than a few years ago.

Milk is, by and large, the main source of dietary vitamin D. Vitamin D is added to all cow’s milk sold on the retail market, which includes fluid milk (2%, 1%, skim or whole) and skim milk powder. Labels of goat’s milk need to be checked to see if vitamin D has been added. Margarine is also a source of vitamin D.

Milk products, such as cheese and yogourt, are excellent sources of calcium, but they do not contain Vitamin D.

It is recommended that preschoolers consume two cups (500 mL) of vitamin D-fortified milk every day. Aside from drinking milk alone, this amount can be consumed by eating:

- cereal or fruit served with milk
- homemade or commercial puddings where milk needs to be added
- soups made with milk.

When the child does not consume milk, parents and caregivers should discuss with a dietitian alternative ways of providing calcium and vitamin D.
Choosing other foods

Food other than those in the four food groups are also part of healthy eating and contribute to the taste and enjoyment of eating. When choosing from the Other Foods category in the Food Guide, parents and caregivers can be reminded that preschoolers can learn, by example, how to:

- include Other Foods in a healthy eating pattern in amounts that do not displace foods from the four food groups;
- use moderate amounts of food such as margarine, butter and salad dressing as part of healthy eating;
- enjoy the natural flavours of foods, adding high-salt seasonings and condiments only after tasting and in moderation.

Children can be encouraged to drink water to quench their thirst. Water and other water-containing foods help replenish body fluids needed especially during periods of activity or hot weather.

Snacking and dental health

Preschoolers tend to eat a large part of their day's food from snacks so it is important to take steps to ensure that this pattern of eating does not increase the chance of tooth decay. Dental health can be promoted in preschoolers by:

- offering nutritious snacks chosen from the four food groups;
- varying the snack menu instead of serving the same snacks over and over. This helps to limit foods that are more apt to cause cavities;
- reserving sticky foods (such as dried fruit, fruit leathers and sweet sticky baked goods) for mealtimes or when the children can brush their teeth afterwards;
- avoiding day-long nibbling because it provides a steady food supply to acid-producing bacteria. The acid then attacks teeth, causing decay.
How to prevent choking

Choking is a concern in feeding young children. Parents and caregivers can help prevent choking by knowing the child's chewing and swallowing abilities, by avoiding hazardous foods, and by supervising the child while eating. The greatest risk is for children under three years.

Foods, which are most likely to cause choking, are those, which are cylindrical in shape such as weiners, whole grapes, hard pieces of food such as candy, popcorn, nuts or vegetable pieces, and very sticky foods such as peanut butter not spread on bread. Weiners and vegetables such as carrots are safer if cut in narrow length-wise pieces. Children should be sitting upright while eating - not lying down, running or laughing.

Vitality

The VITALITY message of the Food Guide is "Enjoy eating well, being active and feeling good about yourself. That's Vitality". For children it implies that:

**Children enjoy eating.**

Enjoying food is one of childhood's many pleasures. Early associations with food are remembered in later years, for example, the enjoyment of corn on the cob at a summertime picnic or sharing birthday cake with neighborhood friends. Making "food times" - meals and snacks - special opportunities for family and friends to share food and spend time together can help sustain children's enjoyment of eating.

Adults can learn a lot about eating enjoyment from young children by watching them discover and savor their world of new foods. Children don't label foods as good or bad - a practice which can take away from the enjoyment of eating for many adults. Recognizing that healthy eating is the overall pattern of foods eaten over time - not one particular food, meal, or even a day's intake - can promote eating enjoyment throughout one's life.

Eating occasions can become filled with tension, not enjoyment, when children are pressured to eat or when food is used to control or manage their behaviour. By promoting positive attitudes, rather than fostering negative associations with food and eating, parents and caregivers can enhance the child's enjoyment of food and promote a lifetime of healthy eating.

**Children enjoy being active.**

Preschoolers enjoy and need physical activity every day. They rely on parents and caregivers to provide opportunities for physical activities which are fun and easy to participate in, such as bicycling, walking, or wheeling, dancing, games of ball or tag in the summer and sledding or building a snowman in the winter.

Sedentary activities - such as watching television - should be moderated. Playing actively with their friends and family should be encouraged.
Children enjoy feeling good about themselves.

Like adults, children come in different shapes and sizes. Positive attitudes about body image and one's self are important. Adults can help build self-esteem by providing affection and attention. Children look to adults as models. If parents and caregivers feel good about themselves, children are more likely to as well. Healthy eating, active play and positive feelings about their bodies and themselves, promote well-being in preschoolers and put them well on their way to establishing lifelong health. This is the essence of the VITALITY message in Canada's Food Guide to Healthy Eating.

Children grow according to their own patterns.

Although children move through spurts of growth then plateaus, they follow their own patterns of growth. Measuring height and weight over time will determine the individual's pattern. Single measurements at a particular age are not as meaningful. Deviations from the child's own pattern of growth is reason to look for underlying causes of such shifts. Enjoying healthy eating, physical activity and feeling good about oneself have advantages for everyone, regardless of body size. Parents, caregivers and professionals need to help children of all sizes accept that body size and shape are determined to a large extent by genetics and are but two of the features that make individuals unique. However, learning to accept one's inherited physique does not supplant the need to adopt healthy patterns of eating and activity. All children, no matter what their size or shape, can benefit from a family and child care environment where everyone:

- accepts that there is a range of body sizes, and avoids comparing or drawing attention to body size;
- helps children develop a good sense of self by accepting their bodies without overly focusing on their appearance and by feeling good about the various skills and talents they are developing;
- encourages children to have fun every day by participating in physical activities they enjoy;
- promotes a healthy pattern of eating rather than using controlling measures such as restricting the food intake of heavier children or pressuring smaller children to eat more.

Other Food Guide materials

This booklet and the following materials are available in hard copy in English and French: Canada's Food Guide To Healthy Eating...a tear sheet for consumers that provides a pattern for establishing healthy eating habits through the daily selection of foods.
Using the Food Guide...a booklet for consumers that explains the basic concepts of the tear sheet more fully. Includes a pull-out section of Canada's Food Guide to Healthy Eating tear sheet.

Food Guide Facts - Background for Educators and Communicators...a series of fact sheets that provides background information for nutrition professionals, health educators, home economists and others involved in promoting healthy eating.

These materials are available from provincial or local health departments, from Publications, Health Canada, Ottawa, Ontario K1A 0K9, or order online.

Canada's Food Guide to Healthy Eating Poster...a color poster (60 cm high by 90 cm wide) available from: Canada Communication Group Publishing, Ottawa, Canada K1A 0S9
Tel: (819) 956-4800
Fax: (819) 994-1498
Cost $4.95 plus shipping, handling and GST. Discount available on bulk orders. (Each poster is reversible, English on one side, French on the other.)

For More Information
To find out more about healthy eating and available resources, you can contact nutritionists and dietitians through local or community health centres, public health units or provincial departments of Health.

Acknowledgements
The following people are acknowledged for their contribution to the development of Canada's Food Guide to Healthy Eating - Focus on Preschoolers:

Members of the Advisory Group: Halina Cyr. (Project leader), Mary Bush, Dr. Danielle Brulé, Lydia Dumais, Garima Dwivedi, Marie Labrèche, and Hélène Vigeant from Health Canada; Dr. Marian Campbell, University of Manitoba; Susan Fyshe, Canadian Dietetic Association "Nourishing Our Children's Future" Campaign; Louise Lambert-Lagacé, Consulting Dietitian and Author; Elizabeth Shears, Nova Scotia Department of Health; and Dr. Joie Zeglinski, South-East Ottawa Health Centre. Doris Gillis, consultant to the Project.

The many reviewers are also acknowledged, in particular the Canadian Dietetic Association, l'Ordre professionnel des diététistes du Québec, the Nutrition Committee of the Canadian Paediatric Society, the Federal/Provincial/Territorial Group on Nutrition and the Canadian Child Care Federation.