

Health and Wellness: Biggest Generation Part 3

Lesson Title: Rah, Rah, Radishes!

Grade Level: 3-5



Essential Question:

Why is it important to try new foods such as vegetables?

Materials:

- *Rah, Rah, Radishes!* by April Pulley Sayre
- Construction Paper
- Colored pencils/markers/crayons
- Pencils
- Scissors
- Access to research materials on and pictures and illustrations of vegetables
- Bulletin board or chart paper to make a Vegetables In Our Lives chart

Procedure:

Introduction:

1. Begin the lesson by introducing Part 3 of THE BIGGEST GENERATION: Teaching kids to love exercise, modeling the importance of exercise, and incorporating healthy foods into your child's diet are ways for parents to help stop childhood obesity.
2. Ask students to identify and define any of the key vocabulary words from the last session in the description. Encourage them to listen for those words and new words in Part 3.
3. Watch the video.
4. After viewing, ask any/all of the following discussion questions:
 - The family in the video exercises together. Do you exercise with your friends/family? What do you do?
 - What is good about exercising with friends/family?
 - Is there anyone who influences you when it comes to making choices about exercise and what you choose to eat? Do those influences lead to good choices (playing outside, eating healthy foods) or not-so-good choices (sitting around playing video games, eating a lot of candy)? How does that affect your health?

Direct Instruction (I do):

1. Ask students to share the vocabulary they noticed in the video. Point out how you heard a lot being said about exercise and healthy foods such as vegetables.
2. Talk about your favorite vegetables and why you like them. Consider sharing a story about how you ate or did not eat vegetables as a child.
3. Introduce the book *Rah, Rah, Radishes!* by April Pulley Sayre to your students. Students may have read this in their earlier school years, so invite them to revisit the story with an eye toward noticing different vegetables. Start by asking students to share what vegetables they can identify in the illustrations. Then, by a show of hands, ask students if they have tried those vegetables before.

Guided Exploration (We do):

1. Read the book to students, encouraging them to join in on the vegetable chant:
Rah, rah, radishes, red and white!
Carrots are calling. Take a bite!
Oh boy, bok choy, Brussels sprout.
Broccoli! Cauliflower! Shout it out!
2. Discuss with the students which vegetables they have tried and what new vegetables they learned about. Write their list of vegetables in a visible place. (Suggestions follow.)

Independent Practice (You do):

1. Explain that making a goal of trying a new food is important to being healthy, and sometimes the only way to set a goal for yourself is to write the goal down on a list and check it off when it is completed.
2. Distribute construction paper, art supplies, and scissors to each student. Ask each student to select a different vegetable from the list; everyone must choose a different vegetable. They will use the illustrations from the book and any other resource materials to create an artistic version of that vegetable. They should try to make the vegetable the actual size.
3. When they are done, mount each artistic version on a "Vegetables in Our Lives" chart that can be used to graph their vegetable experiences. If you need to expand the list, as students to create another artistic version from the provided vegetable list. Poll the class as to which vegetables they have tried and tally the results. Analyze and graph the results.
4. Tell students that the chart will remain up for a set amount of time. In that timeframe, their goal is to try as many of the vegetables as possible and add a tally mark to indicate they have tried something for the first time. Be sure to reanalyze and regraph the information at the end of the timeframe.

Conclusion:

Ask students to help you summarize what they learned in today's lesson and why it is important to eat vegetables.

Dark-green vegetables

- bok choy
- broccoli
- collard greens
- dark green leafy lettuce
- kale
- mesclun
- mustard greens
- romaine lettuce
- spinach
- turnip greens
- watercress

Starchy vegetables

- cassava
- corn
- cowpeas (fresh), field peas, or black-eyed peas (not dry)
- green bananas
- green peas
- green lima beans
- plantains
- potatoes
- taro
- water chestnuts

Red and orange vegetables

- acorn squash
- butternut squash
- carrots
- hubbard squash
- pumpkin
- red peppers
- sweet potatoes
- tomatoes
- tomato juice

Beans and peas

- black beans
- black-eyed peas (mature, dry)
- garbanzo beans (chickpeas)
- kidney beans
- lentils
- navy beans
- pinto beans
- soy beans
- split peas
- white beans

Other vegetables

- artichokes
- asparagus
- avocado
- bean sprouts
- beets
- Brussels sprouts
- cabbage
- cauliflower
- celery
- cucumbers
- eggplant
- green beans
- green peppers
- iceberg (head) lettuce
- mushrooms
- okra
- onions
- turnips
- wax beans
- zucchini