



EatHealthy

I eat (and drink) the best foods for my body every day.

A Very Hungry Caterpillar

GRADE LEVEL:
Primary

TIME:
45 minutes

GROUPING STRUCTURE:
Whole and small group

SUBJECTS:
**Health
Science
English Language Arts
– listening, speaking, and
writing
Social Studies**



Objective

Students will classify foods into food groups by recreating a familiar story with repetitive text.



Materials/Preparation

➔ Classroom Materials

- Chart paper (one piece)
- Five pieces of large white construction paper
- Crayons and/or colored pencils
- Markers
- *The Very Hungry Caterpillar* by Eric Carle
- Stapler



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster
- Food Cards



➔ Before the Activity

- Make a blank sorting chart on chart paper



Opening the Activity

1. Read *The Very Hungry Caterpillar* to the class.

(Note: you will be reading the story again, so for the first reading, read for enjoyment and to build familiarity with the text).

2. Ask students if they think that the caterpillar was eating healthy.

3. Introduce the Healthy Steps for Healthy Lives MyPlate poster.

- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).

4. Introduce the MyPlate icon.

- MyPlate illustrates the five food groups using something we see at mealtimes, a place setting.
- MyPlate tells us, "Before you eat, think about what and how much food goes on your plate or in your cup or bowl."
- MyPlate shows us how to build a healthy plate by choosing foods from the five food groups.



- MyPlate reminds us that we need to eat foods from all food groups every day at every meal.

5. Tell students that they're going to have a chance to learn about healthy choices and then rewrite the story so that the caterpillar eats foods from all of the food groups every day.

Leading the Activity

6. Introduce the five food groups.

- The food groups are represented by different colored portions on the plate and in the cup.
- In the cup: the blue portion is for Dairy.
- On the plate: orange is for Grains; green is for Vegetables, red is for Fruits, and purple is for Protein.

7. Point to each food group and have students name the group out loud.

8. Tell students that you are going to read the story to them again. This time we will see how the caterpillar does with eating foods from all five food groups.

Sample completed Sorting Chart

Grains	
Fruits	apple, pear, plum, strawberry, orange, watermelon
Vegetables	
Dairy	Swiss cheese, ice-cream
Protein	salami, sausage
Oils (not a food group)	

Extras (moderation foods - not a food group) cake, pickle, lollipop, cherry pie, cupcake, cone (from the ice-cream cone)



9. Read the book again. Pause after each page to discuss what the caterpillar eats and what group the foods belong in. Record on sorting chart.

10. Look at the chart. Did the caterpillar eat foods from all food groups?

- Ideal responses: No, the caterpillar did not eat any grains or vegetables; Most of the foods the caterpillar ate were fruits; The caterpillar ate too many foods with added sugar, salt, and solid fats.

11. As a class, rewrite the story so that on every page the caterpillar eats foods from a different food group.

- Work with students to develop ideas.
- Record each new page of text onto large white construction paper turned horizontally.
- Write the new text across the bottom of the page.
- Leave room in the center of the page for students to illustrate.
- Use the MyPlate poster and Food Cards to help students identify foods.

12. Divide students into groups. Make one group of students for every new page of your book (including cover). Give each group a page to illustrate.

13. Students work together to illustrate their group's assigned page.

14. Assemble the book, and read the new version to the class.

The Very Hungry Caterpillar rewrite example:

Cover

The Very Hungry Zebra

Retold by:
Mrs. Cooper's 1st
Grade Class

Page 1

In the light of the
moon a black and
white striped zebra
was fast asleep.



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ACTIVITY

A Very Hungry Caterpillar

continued

Page 2

One Sunday morning
the warm sun came up
and the zebra was as
hungry as could be.

Page 3

On Monday he ate
one piece of grilled
salmon. But he was
still hungry.

Page 4

On Tuesday he ate two
whole grain waffles,
but he was still hungry.

Page 5

On Wednesday he
drank three glasses of
low-fat chocolate milk,
but he was still hungry.



The Very Hungry Caterpillar rewrite example:

Page 6

On Thursday he ate four peaches, but he was still hungry.

Page 7

On Friday he ate five pieces of corn on the cob, but he was still hungry.

Page 8

On Saturday he ate one handful of nuts, one mozzarella cheese stick, one tortilla, one slice of pineapple, and one bowl of spinach. That night he felt full.

Page 9

The next day was Sunday again. The zebra got moving, he played hide-and-seek with his friends and ran full-speed through the field.

Page 10

After such an active day, the zebra was hungry again.

Page 11

In the light of the moon a black and white striped zebra dreamed about all of the healthy foods he would eat tomorrow.



Closing the Activity

15. Why are there different colored sections on MyPlate?

- Ideal response: The colored sections represent the five different food groups.

16. Why is it important to know which food groups the foods we eat belong to?

- Ideal responses: To be sure that we eat foods from all food groups every day.



Modifications

Make this activity more challenging by having students rewrite the story to also represent the recommended amount to eat of each food group. To help students understand more about daily recommended amounts for the food groups, refer to Activity 19 – “Healthy Food Counts” or Activity 23 – “Food Group Slogans” (provided at www.nestleusa.com/healthysteps and www.neahealthyfutures.org).