

# F.I.T. CHOICES BOOK CLUB

AN INTERACTIVE ELEMENTARY READING SERIES

## F A R M T O L U N C H B O X

You can make a difference.



Find your place to stand.

**Give me a place to stand, and I will move the world.**

– Archimedes

# F.I.T. CHOICES



## Books for Farm to Lunchbox Book Club

- *How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth
- *EIEO: How Old MacDonald Got His Farm* by Judy Sierra
- *I Will Never Not Ever Eat a Tomato* by Lauren Child
- *Tops & Bottoms* by Janet Stevens
- *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola Schaffer
- *What if There Were No Bees? A Book about the Grassland Ecosystem* by Suzanne Slade

## About Farm to Lunchbox Book Club

The F.I.T. Choices Book Club is an interactive elementary reading series that can be used in a variety of educational settings (such as school classrooms, afterschool programs, school and public libraries, food pantries or farmers markets offering nutrition education). F.I.T. Choices serves as a literacy resource for educators and children to read together using books that model healthy habits.

The Book Club's focus on literacy to teach concepts of nutrition and physical health connects children with high quality fiction and nonfiction books. Each session is designed to last between 20-30 minutes and requires a single copy of each book to be read aloud to the class. Farm to Lunchbox Book Club incorporates health and wellness themes within the context of understanding sustainability as it relates to food sourcing and production.

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## SESSION ONE: Filling a Lunchbox from a Farm

- *How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth
- *EIEO: How Old MacDonald Got His Farm* by Judy Sierra

### Setting the Topic to the Core Book:

*How Did That Get In My Lunchbox? The Story of Food*

Recommend reading first two pages of *How Did That Get In My Lunchbox? The Story of Food*.

Ask the children how many of them sometimes bring a sandwich for lunch. Ask them what kinds of sandwiches they bring. Ask if anyone knows where their bread comes from.

Read two pages:

How did the bread in your sandwich get in your lunchbox?

(Be prepared for children who eat gluten free bread to share their answers; tell them that the process is similar with the grains used for gluten free breads, which may include rice and corn.)

Ask the children to share what they learned that they didn't know before.

Read two pages:

How did the cheese in your sandwich get in your lunchbox?

Invite them to repeat the process of turning cow's milk into cheese.

Develop briefly three important vocabulary before, during, or after you read two pages on cheese making. (No need to over explain. Each word could comprise a lesson on the process of cheese making.)

- Bacteria are used to turn milk sugar into lactic acid so that the milk will turn sour and get thicker.
- Rennet are digestive enzymes (proteins that breakdown foods) that come from the stomach of a young calf who only drinks milk. Rennet helps the milk turn into a solid.
- Whey is the liquid that is left after milk is curdled. You can see it when you open a container of yogurt. It's the watery part.

Show pictures of cheese, yogurt, cottage cheese, cream cheese, or just different types of cheeses they might have in their lunch box. This will take half of your lesson time.

### Developing the Topic: *EIEO: How Old MacDonald Got His Farm*

#### BEFORE READING:

Explain that this book is a "spoof" on the famous song "Old Macdonald Had a Farm," and that the book supports themes about how we can grow our own healthy food. Further explain that the illustrations are humorous and that the older kids will want to look closely and read the signs they see on some of the double page spreads.

Hold up the book and invite reactions. Ask them if they remember the song "Old Macdonald Had a Farm." Sing a verse or two with them. Ask them if they recognize the Red Hen. Some may connect it to the little red hen who bakes bread all by herself.

#### DURING READING:

As you read say the lines but sing EIEIO.

Pause after the garden is covered in cardboard and paper and ask why. No need to have a correct answer ready. I suspect the cardboard and paper is to inhibit grass and weeds from growing. Point out to kids that I infer that as a reader, but that I'm not totally sure because the author doesn't tell me.

Pause and invite kids to read protest signs the neighbors are carrying and ask why they are upset. Notice the little boy who wants more mud! So after MacDonald gets a horse sing heartily: EIEIO!

Read the signs and things the worms say as they roam through the garden eating horse poop and making their own poop. Talk about why that is so healthy for soil. If they've heard the book *Tops and Bottoms* make the connection with the vegetables that are growing underground (tubers and roots). Finish reading the book.

Invite them to describe the last double page spread showing the gorgeous garden. Show the last page. Ask them what they noticed about the neighbor throughout the book. Go back and find pictures of the neighbors frowning and holding signs that say: this is weird. This is still weird. Ask them how the neighbors change by the end of the story. Point out that the little girl in the garden is their daughter and she seems to like her neighbors Old MacDonald and the red hen.

#### AFTER READING:

Ask them what Old MacDonald had to do to convert his grass to a garden. Go through steps briefly. Ask the children if they noticed how much hard work it was to grow a successful garden. Ask if any of them have vegetable gardens. Share experiences.

#### INVITATION TO DIG DEEPER:

Invite them to draw a picture of their garden, a relative or neighbor's garden or their dream garden. Finish by returning to picture of Old MacDonald mowing his perfect lawn. Ask them how he changed by the end of the book. If they don't mention it, point out that he seems to have made new friends. There's a potential love interest on the last double page illustration that you need not explore!

## SESSION TWO: Eating a Garden: Trying New Foods

- *How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

### Setting the Topic to the Core Book:

*How Did That Get In My Lunchbox?  
The Story of Food*

Recommend starting with *How Did That Get in My Lunchbox? The Story of Food*. Hold up pages showing my plate. Read first paragraph.

Ask them what they notice about the plate. Then briefly read around the plate starting with carbohydrates and fruits and vegetables. Mention how large those first two sections of plate are. Ask for examples from each category. Then read protein and dairy. Ask for examples of each category.

Ask them if they can see desserts, cookies, and candy on the plate. What do they notice about its share of the plate?

Keep holding book up. Talk about balance and food choices and invite their comments. You could have them pair share as you call out categories. "Favorite carbohydrate." "Favorite protein." Etc.

### Developing the Topic: *I Will Never, Not Ever Eat a Tomato*

#### BEFORE READING:

Introduce book by talking about trying new foods. Ask them what new foods they have tried and how they liked them. Invite 2-4 responses. If lots of excitement to this question, do pair share. Next ask them if they know of a young child who won't eat fruits or vegetables, or try any new foods.

Hold up book and say this book is about an older brother who tricks his little sister into trying new vegetables. Has that ever happened to you? Has anyone ever tried to trick you into trying something new?

#### DURING READING:

Start reading. Allow interactive response to Charlie's made up foods. Let them identify the food. The book is a giggle, so let them enjoy it and chatter a bit. They might really love the quirky illustrations and comment on them as you pause between pages.

#### AFTER READING:

At the end of the book ask them what just happened?

Ask: How did Lola just trick her brother?

What new foods did Lola try?

Why did she say she would never eat a tomato?

Do you think Charlie avoided trying new foods when he was younger?

How did Charlie make trying new foods a fun experience?

What was your favorite food in the book?

What do you think Lauren Child was trying to tell you in this book? (be open to new food experiences, take good care of your younger brothers and sisters, try new foods, eat lots of vegetables, be tricky, young kids sometimes understand what's really going on so don't underestimate them, etc.)

Can you think of any new names for foods like Charlie did? Write new names for foods on chart paper. Have one example ready to get things started.

Lauren Child uses collages of photos, pieces of paper, cartoon drawings, and a computer to make her art. What did you like about her illustrations?

What was your favorite illustration in the book? Why?

She also has other funny and upside down books in the library if you want to check her out. And yes, there is a Charlie and Lola TV series from England.

#### INVITATION TO DIG DEEPER:

For next week, if you want to try making a collage showing your new food for Lola to try, bring it in to share.

## SESSION THREE: Where Does Food Come From?

- *How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth
- *Tops & Bottoms* by Janet Stevens

### Setting the Topic to the Core

**Book:** *How Did That Get In My Lunchbox? The Story of Food*

Read the first 4 pages of *How Did That Get in My Lunchbox? The Story of Food* as a teaser to get students thinking about what went into their lunchbox and where it came from. Ask if they ever get any vegetables in their lunchboxes and let them call out what (no need to raise hands since it'll be quick answers).

Read tomato pages and carrot pages. After reading tomato pages ask students if they have seen tomatoes grow. Invite them to briefly describe what they look like. Point out that tomatoes grow above the ground. Tell them to notice the picture of the tomatoes growing above the ground on a leafy plant. This is the important piece. Do the same for carrot pages. Point out that carrots grow below the ground with fern like leaves sticking up.

### Developing the Topic: *Tops & Bottoms*

#### BEFORE READING:

Show cover of *Tops & Bottoms* and invite them to predict what the title might mean. It is unlikely that anyone will get it but tell them you'll read the story to see if they can figure it out. Tell them this is an African-American trickster tale adapted by the author Janet Stevens. So someone is going to be tricking someone in this story. It's up to them to figure out the tricks. Also ask them to identify the two animals on the cover. Tell them that this is a hare, which is a type of rabbit.

Briefly show the end pages and tell them that these end pages give clues about the story. Last say that Janet Stevens actually made the paper for these pictures using carrots, corn, beans, potatoes, radishes, and tomatoes.

Be sure to show title page and maybe make a hmmm kind of sound without saying anything else.

#### DURING READING:

Read page one. Ask: "Don't say anything, but do you see hare hiding?" Read the entire story but consider pausing several times to invite/ask what they are noticing. Especially after first trick. Keep questions open-ended but for the most part, let student hear and enjoy the entire story without interruptions.

#### AFTER READING:

There are no right or wrong answers; invite all types of responses.

Describe bear at the beginning of the story (consider putting their words on chart paper: lazy, big, sleeping, sloppy, worthless, not doing anything, not smart, etc.) How did bear change by the end of the story? (The question asks children to notice character growth) What do you think bear learned by the end of the story? Describe the mama and papa hares. (Desperate, hungry, worried, smart, tricky, hard workers, clever, taking care of their family, etc.). Consider adding some words if they don't pick up on those that are mentioned. They might miss concept of desperate and hungry, or responsible parents. Do you think bear deserved to be tricked by the hares? Explain your answer.

Why do you think Bear kept losing all of the food after every harvest? (Harvest is a good vocabulary word to emphasize- the process or period of gathering in crops). What is your favorite illustration? Explain what you like about it. Maybe take 2 answers. (pair share as a time saving device: turn to the person next to you and describe your favorite illustration. This allows everyone to participate).

What is your favorite trick in the story? Share a few. Could do the pair share again. What do you think the author was trying to teach you in this story? (Concepts of be clever, work hard, take care of your family, how foods grow differently, being lazy may make you lose, hard work is rewarded, etc.) What new vegetables did you learn about that grow above or below the ground? Get them to say this to whole group. Emphasizes the farming aspect you want them to connect to. What did the hares have to do to make sure their vegetables grew healthy? (emphasize basic few steps of planting, nurturing, elements of sun soil and water, and harvesting) Do you understand the title now? Wasn't it a good clue about the story!

#### INVITATION TO DIG DEEPER:

Invite them to draw a picture of their favorite top and bottom vegetables growing in the story if they have any free time later in the day or at home. Bring it to library next week!

## SESSION FOUR: If There Were No Bees, What Would We Eat?

- *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola Schaffer
- *What if There Were No Bees? A Book about the Grassland Ecosystem* by Suzanne Slade

### **Setting the Topic to the Core Book:** *Pick, Pull, Snap! Where Once a Flower Bloomed*

Read three double page spreads from *Pick, Pull, Snap! Where Once a Flower Bloomed* to show children that each piece of fruit and each vegetable grows from a flower. I suggest using foods that are found in their lunch boxes to tie in with the overall theme of how their food got into their lunch boxes.

Start with pea pods, peaches (representing fruit in general), and peanuts. As you show the pull-out page point out the individual flowers in the illustrations and emphasize that each flower turns into a pea pod.

Next, ask how many of them have fruit in their lunch boxes. Ask them if they have cups of applesauce or mixed fruit cups, as well. Ask them if they have ever seen an apple tree in bloom with hundreds of pink or white flowers.

Read the peaches double page spread and again emphasize that each fruit comes from a single flower.

Lastly, ask how many of them snack on peanuts or if any of them eat peanut butter sandwiches. Some will not know that peanuts make peanut butter and most will not know that peanuts grow in the ground. Linger over the picture showing how peanuts grow and invite comments. Ask if any of them have eaten peanuts that are still in the shell. Point out that each peanut is a seed and that most pods contain two peanuts.

### **Developing the Topic:** *What if There Were No Bees? A Book about the Grassland Ecosystem*

#### **BEFORE READING:**

Ask the children where fruits come from. Get excited when someone offers the link to flowers. Many fruits come from a single flower. Point out that without bees there would be a lot fewer fruits and vegetables at the grocery store. Ask the children if they know why. Invite them to think about times they have seen bees in the garden. What were the bees doing?

#### **DURING READING:**

Read the book including the *It's Critical* information boxes. Read the labels of the food web on the double page spread (on page 4-5) so that children can see the various connections. Pause on the double page spread (page 6-7) to show children the process of pollination. Point out the tiny pieces of pollen on the bees' legs and explain how pollen falls off when bees visit other flowers. Read through page 21 (the world map) and explain that the areas in yellow represent grasslands, which is the focus of this book.

#### **AFTER READING:**

Again, ask the children to think about times they have seen bees in the garden. Review the ideas *How to Help Keep Our Grasslands Healthy* on page 22 of the book. Make the link that flowers in their own backyards (in garden or potted flowers) provide food for bees.

#### **INVITATION TO DIG DEEPER:**

Invite children to draw a picture of a pollinator garden that they might grow in their own backyard, porch or balcony. A container garden is a great start to becoming a green thumb!



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of our collective F.I.T. choices

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Framework for Integrated Teaching



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