

Milk or Dairy Products All Day Long

Objective:

- Students will be able to name milk or dairy products they could eat, or drink, at different times of the day.

Materials Needed:

- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff. When a young boy gives a mouse a cookie, he asks for milk to go with it, which leads to other needs like a straw and napkin, etc. until the mouse is finally thirsty again and asks for another glass of milk. The mouse, of course, needs a cookie to go with the milk.

Large cards with the words: Breakfast, Lunch, Dinner, Supper, Snack



Review:

- Ask the children what foods are made from milk. (milk, cheese, yogurt)
- Ask the students if they remember what is in dairy products that makes their bones grow long and their teeth grow strong. (*calcium*)

Learn:

1. Introduce today's topic by asking the children what meals they eat during the day. (*Three major meals of the day which may be called different names depending on your group: breakfast, lunch, dinner, supper; dinner being sometimes at noon and sometimes in the evening depending on local terminology.*) Put up the word card for each eating time as the children name it. Ask what we call food eaten between meals. (*snack*)
2. Indicate that milk or dairy products can be eaten at any of these times, and that to get enough calcium for our bones and teeth we have to eat milk, cheese or yogurt three times per day. (*Note to instructor: Two and a half servings per day are recommended for ages eight and below; three serving per day are recommended for ages nine and above. It is not appropriate to teach children this age serving sizes as they are not ready for this concept and they may consume amounts smaller than designated serving sizes. Frequency of consumption is the appropriate concept for first graders.*)
3. Read and discuss the book, *If You Give a Mouse a Cookie*. Talk about which eating time (meal or snack) was in the book. Build on the book by going through the day (from breakfast to dinner, with mid-morning and afternoon snack times), having the children give ideas for what dairy products could be eaten with each meal.

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Activity:

1. Ask the children to think about the foods they might eat if they were going on a picnic.
2. **Play: *I'm going on a picnic.*** Each child repeats the phrase "I'm going on a picnic and in my picnic basket I will pack" and then names a food they will pack. Second child recalls what the first child packed and adds a food, and so on with the list growing longer. When it gets too difficult for the children to remember the list, start over and pack another basket. When a child adds a dairy food to the list, the whole group calls out "That's good for your bones and teeth!" in unison.

Reflect:

1. Ask children to recall what meals we eat every day. (breakfast, lunch and dinner)
2. Ask how many of the meal and snack times they think should include a milk or a milk product. (Three times)
3. After reading *If You Give a Mouse a Cookie*, ask the children to recall some of the things the mouse did that made him thirsty for milk again.

Apply:

1. Ask each child to name a meal or snack time and a food they might eat at that time. Power Panther and Slurp drink a cup of milk with meals to make sure they get their calcium for the day. At how many meals should the students drink a cup of milk to get enough calcium? (Three meals. Two and a half cups for children eight years of age and below; three cups for children ages nine and above.)

Extend the activity: Ideas for play/learning centers.**Pretend Play:**

- **Block center:** Place farm animals (including cows) in the block area.
- **Housekeeping center:** Place cartons and packages from dairy foods in the housekeeping area for play based on meals and shopping. Add a book about shopping.

Literacy:

- **Reading center:** Place books about cows, growing and bones in the reading center.

Small Motor:

- **Manipulative center:** Place a "Foam skeleton floor puzzle" in this center. (*available from Discount School Supply*)

Breakfast

WINNER

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