

TEACHERS ACTIVITIES**Theme:**

A look at the specially prepared diets of the animals at the zoo shows the importance of a nutritionally balanced diet for people, too.

Topics For Discussion:

The story, *Gregory, the Terrible Eater*, has clear-cut problems and solutions. Have students identify the first problem (Gregory wants to eat healthy foods instead of foods that goats eat) and the solutions proposed by his parents (feed him foods that goats eat) and Dr. Ram (give him a few new foods each day until he likes everything). These solutions create a new problem (Gregory starts eating everything in the house). Have students identify this second problem and the solution (his parents brought him lots of junk from the dump so that he would learn not to eat everything). Discuss the fact that stories usually have a problem and a solution.



Discuss the term “junk food” and what it usually means for people. What did “junk food” mean to Gregory and his parents?



Pose the question, “What foods do people eat that animals also eat? (Several foods were mentioned in the program.) Make a list of the students’ ideas.



Discuss different places that people go to eat, such as a restaurant, fast-food place, diner, cafeteria, food court, sandwich shop, etc. (Students might also mention specific eating places by name, which they could categorize as to type of establishment mentioned above.) Talk about how these places are different; i.e., the way they look, how people are served, what the food choices, the cost of eating there, etc.

Curriculum Extension Activities:

After viewing the program, make a list of all the foods Gregory ate. Use the book as a means of checking and adding to the list. Sort the list into two categories: "real foods" and "junk foods."



Have the class conduct a survey of favorite snack foods and graph the results. For a larger survey, include other classrooms in the school. (To make the survey, and resulting graph, more manageable, have students identify five or six snack foods that they think will be mentioned most often and make the survey a "forced choice" instead of entirely open-ended.)



Before watching the program, brainstorm a list of facts that students know about goats. After watching, add or delete from the list. Then, have students research additional information about goats and return to the list to make modifications. Once they have their facts, have half the class make a set of "fact" cards and the other half of the class make a set of "fiction" cards about goats. Provide two tin cans, one labeled "Fact" and the other labeled "Fiction." Mix up the cards and make them available for an independent sorting activity.



When LeVar ate at Billy and Nanny's Barnyard Café in the program, he was presented with some very unusual choices of foods, such as "a slice of bathmat," "a shingle sandwich," and "a cellophane salad." Have students use their imaginations and write menus for Billy and Nanny's Barnyard Café.



Divide a bulletin board in half. Label one side "Healthy Foods" and the other side, "Junk Foods." Have students search magazines and newspaper advertisements for appropriate pictures to make a collage for each side. They might also use packaging materials (chips bags, candy wrappers, labels, etc.) to make the bulletin board three-dimensional.



As a class, including the teacher, have everyone agree to try at least one food she/he doesn't like to eat. Set a time limit for these "experiments" (e.g., two weeks). Make a class chart with the names of everyone in one column. Make a second column that identifies foods that each person doesn't like to eat. In a third column, list the food(s) that each one tried. Ask students if they were surprised by this experiment and discovered any foods that they enjoyed.

Have students use real materials (some actual “junk” and recyclables) to create a “meal.” Give everyone a paper plate to use as the “base” for the creations. Encourage students to be creative and provide an opportunity for them to describe their junk food meals with the class.



Arrange a field trip to a grocery store. Ask the store manager to talk with the students about the variety of jobs that workers do in a grocery store. Divide the class into teams according to basic food groups on the food pyramid. Have each team search for types of foods that belong in their food group and make a list of everything they find. When they return to the classroom, have them transfer their information to a chart-size food pyramid.

Supplemental Books:

GOATS

by Jason Cooper (Rourke)

EATING THE ALPHABET

by Lois Ehlert (Harcourt Brace)

MARGE’S DINER

by Gail Gibbons (Crowell)

WHAT FOOD IS THIS?

by Rosmarie Hausherr (Scholastic)

THE EDIBLE PYRAMID

by Loreen Leedy (Holiday House)

IN THE DINER

by Christine Loomis, illus. by Nancy Poydar (Scholastic)

THE BABY ZOO

by Bruce McMillan (Scholastic)

700 KIDS ON GRANDPA'S FARM

by Ann Morris, photos by Ken Heyman (Dutton)

WHERE FOOD COMES FROM

by Dorothy Hinshaw Patent, photos by William Muñoz (Holiday House)

POTLUCK

by Anne Shelby, illus. by Irene Trivas (Orchard)

THE THREE BILLY GOATS GRUFF

by Janet Stevens (Harcourt Brace)

MY FIRST COOKBOOK

by Angela Wilkes (Knopf)

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- **Surveying.** Conduct a survey of favorite snack foods. This could be done by classroom, grade level, or even schoolwide. Include teachers and other school personnel in the survey. Graph the results.
- **Classification.** After viewing the program, make a list of all the foods Gregory ate. Use the book as a means of checking and adding to the list. Sort the list into two categories: “healthy foods” and “junk foods.”
- **Cooking.** Prepare the healthy snack according to the recipe below (or choose one of your own favorites). Emphasize the measurement terms.

Corn Flake Balls

- 1 cup honey
- 1 1/2 cups dried milk powder
- 1 cup peanut butter
- 1 1/2 cups wheat germ
- 1 tsp. nutmeg
- crushed corn flakes

Combine all ingredients. Shape into small balls. Roll balls in crushed corn flakes.

Do-At-Home Activity

- **Compare prices of healthy snacks and junk food snacks.** Before sending the activity home, brainstorm a short list of healthy snacks and junk food snacks that families might search for at the grocery store. Prepare a form, listing the students’ ideas, for them to use when they are shopping. (See the sample form on the next page.) Have students bring their findings to school and discuss their conclusions.

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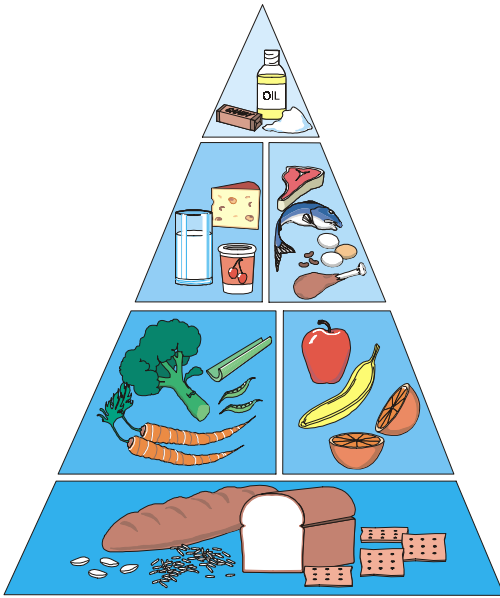
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Starch Energy

Key Words: nutrition, carbohydrates, starch, iodine

Concept: Foods can be tested for starch, which is an important part of our diet.



Unlike Gregory, about 60 percent of our diet is made up of carbohydrates, a high-energy food. Carbohydrates are organic compounds containing carbon, hydrogen, and oxygen. Two-thirds of the carbohydrates we eat are foods such as corn, potatoes, wheat, and rice which contain starch. Test foods for starch by using iodine tincture.

Materials: Iodine tincture (available at drug stores), food samples (such as breads, potatoes, apples, crackers, cheeses, cereals, potatoes, bananas, lunch meats, carrots, rice, celery, tapioca), small plates, table knife, **The Edible Pyramid: Good Eating Every Day** by Loreen Leedy (optional).

Teacher Note: Before beginning the activity, make it clear to students that food samples in this activity are not safe to eat. Iodine is a poison. It will also stain skin and clothing.

1. Cut up foods to make several small samples and put them on plates.
2. Explain that many foods we eat contain starch—which gives us energy. You can test foods for starch with a chemical called iodine. (A drop of iodine will form a dark purple color when a food contains starch.)
3. Have students test each sample for starch by placing a drop of iodine on it. After they have determined which samples contain starch, have them group all the samples with starch on one plate and those without starch on another.
4. Make a list of the foods that contained starch. Foods with starch are in a food group called carbohydrates, and it is recommended we have 6-8 servings of carbohydrates a day. Use the book **The Edible Pyramid: Good Eating Every Day** by Loreen Leedy to learn more about food groups and carbohydrates in particular. Ask students to estimate how many servings of carbohydrates they've had in the last several days. (This is easier if they begin by listing what they have eaten.)

Extension: Have students bring in food samples they think contain starch, test the samples and add them to the list if they do.

Slippery When Fat

Key words: nutrition, fat, oils

Concept: Many foods contain fat.

Gregory didn't seem to eat much fat, but many people do. Fat is a food group that includes foods like vegetable oil and butter. These foods are a good source of energy, but if your body doesn't use the fat, it will store it, and too much stored fat causes health problems. Some fat is found naturally in foods, but most of the time fat is added during the cooking process (such as in French fries, corn chips, etc.). Here's a simple way to identify foods that contain fat.

Materials: Foods containing fat (potato chips, chocolate candy, cake, nuts, cheddar cheese, cookies, corn chips), foods containing little or no fat (apple slices, orange slices, carrot sticks, pretzels, rice cakes), white typing paper cut into squares, pencils.

Teacher Note: Tell students not to eat the food samples.

1. Have students place a small sample of each food on a separate square of white typing paper.
2. At the top of each square, have them write the name of the food. Ask them to predict which foods they think contain fat and have them write an "F" on the bottom of those paper squares. (*A quick test for fat is to touch the food; if it leaves a slippery feeling on your fingers it probably contains fat.*)
3. After letting each food sample sit on the paper for about 10 minutes, have them remove the food samples and throw them away.
4. The next day, hold the squares up in front of a light or bright window. The squares that have spots they can see light through are from foods that contain fat. Have students make a list of the foods they found to contain fat and those that didn't. (While this test is good at identifying foods that contain fat, a few foods that do have fat may not make a mark on the paper.)

Extension: Have students look at a variety of food package labels to see how much fat the foods contain.

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**Reading
Rainbow
Episode:**

Gregory the Terrible Eater
Feature book Segment
Segment about the zoo nursery

Activity:

Identifying animals and their young

**Learner
Objective:**

The student will learn the names of the male, female, and offspring of some common animals.

**Materials
Needed:**

Wall chart like the sample below:

Animal	Male	Female	Baby
Goat	Billy	Nanny	Kid
Sheep	Ram	Ewe	Lamb
Etc.			

4 X 6 index card for each student
pencils, markers, or crayons

Steps:

1. “Billy” and “nanny” are referred to in the Reading Rainbow episode Gregory The Terrible Eater. Reinforce this concept that “billy” is the name for a male goat, “nanny” is the name for a female goat, and “kid” is the name for a baby goat.
2. Have students research names for the male, female, and young of other animals.
3. Divide students into groups of three and have each group research one animal.
4. Each group can report their findings by having each group member assigned to write the name (or draw a picture) of the male, female or baby animal on a 4X6 index card and attach their card in the appropriate square on the wall chart.

Variation:

Have each student fold a piece of paper into three equal squares. After researching an animal family, have each student draw a picture of the male, female, baby animal in each square.

Billy	Kid	Nanny
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These animal names may be helpful:

Horse – stallion, mare, foal/colt/filly
Donkey – jack, jenny, foal
Cow – bull, cow, calf
Pig – boar, sow, piglet/shoat
Goose – gander, goose, gosling
Duck – drake, duck, duckling
Sheep – ram, ewe, lamb
Chicken – rooster, hen, chick
Rabbit – buck, doe, kit
Turkey – turkey-cock, turkey-hen, chick/poult
Cat – tomcat, cat, kitten
Deer – buck, doe, fawn
Swan – cob, pen, cygnet

Common names for animal young:

Calf: buffalo, camel, dolphin, elephant, giraffe, whale, rhinoceros
Cub: most bears, larger members of the cat family, shark
Joey: kangaroo, koala
Kit, beaver, fox, raccoon, skunk
Pup, coyote, wolf, otter, sea lion, seal, squirrel

Assessment:

The student will demonstrate his or her knowledge of the names of the male, female, and offspring of common animals by correctly completing a chart with the appropriate names.