

Terrible Eater

Lesson Overview

In this lesson students listen to the story *Gregory, the Terrible Eater* by Mitchell Sharmat. This entertaining story creates great discussion and will serve as an illustrative anchor as you discuss the following topics with your class: trying new foods, eating in moderation, external pressures to try and eat certain foods, and overall healthy and unhealthy choices

Grade Level: 1st-3rd

Lesson Time: 30 minutes

Materials Needed:

- *Gregory, the Terrible Eater* by Mitchell Sharmat (or similar book about food)
- Chart Paper and/or individual worksheet
- MyPlate poster
- Variety of fresh foods
- Small Plates

Content Integration:

- Nutrition
- Language Arts

Corresponding Standards:

- Select nutritious foods
- Identify how healthful eating habits can lead to wellness
- [CCSS.ELA-Literacy.RL.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- [CCSS.ELA-Literacy.RL.2.2](#) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Lesson Objective:

Students will make connections and explore basic nutrition concepts around healthy and unhealthy eating.

Lesson Description:

1. Lead-in:

Read the book *Gregory the Terrible Eater*. This book addresses several issues concerning a nutritious diet and healthy eating; including—trying new foods, eating in moderation, external pressures to try and eat certain foods, and overall healthy and unhealthy choices.

2. Step by Step:

Use the following questions to guide your discussion through the story.

- What does it mean to be a terrible eater?
- Looking at the plate at the beginning of the story- Does it look like Gregory is a terrible eater?
- What do you think of the breakfast Gregory wants? Is it a terrible breakfast?
- What is a picky eater?
- Do you like to try new foods?
- What does it mean to eat like a pig?
- What happens when we eat too much junk?
- What is junk food?
- There are a lot of different kinds of foods. Is it ok to like some foods better than others?

3. Closure

Create a class chart highlighting a point of emphasis from your reading and discussion. This chart might include a class list of foods—Foods I like, Foods I dislike, Foods I would like to try. Or it could be about-- Foods we should eat more and Foods we should eat less.

4. Extension or Next Step

Give students a small paper plate and talk about the selection of foods they may choose to fill their plate. The only rule is that students must fill or build their plate similar to the MyPlate recommendations. We recommend giving students choices by placing a variety of foods on a table and allowing students to choose what they want to add to their plate. Because students may be unfamiliar with the food groups and which foods belong in each food group, you may want to divide and separate the food choices to make selection easier. Use this as an opportunity to encourage selecting nutritious choices and possibly trying new foods.