

## Objectives and Activities for Children 3 to 4½ Years of Age:

### Objectives:

1. Children indicate what a cow sounds like and what a cow provides.
2. Children indicate the importance of drinking milk and/or eating dairy products.

### Materials Needed:

- Pictures of a cow, milk jug and glass of milk
- Cow finger puppets – one for each child and tape
- Children’s book, “Carlos and Clarice Mooove to Low Fat Milk!”
- Optional: narrow strips of paper and tape (for measuring children’s height)
- Additional: pictures of a tooth, bone, different animals with teeth



### Activities:

To enhance this first activity, the teacher can also review with the children the book, “Carlos and Clarice Mooove to low fat Milk!” written by: Kathy Reeves, Mary Stickney, and Diane Bowden (2006). Information about the book and the related activity is included in this lesson plan with the other activities.

1. Ask the children to sit in a circle on the floor. Sitting with the children, the teacher holds up a large photo or picture of a cow for all to see.
2. As the teacher holds up the picture of the cow, she asks the children “What is the name of this animal?”
  - a. If the children say, “Cow,” the teacher says, “You are correct. Very good job! Give yourself a hand!” and she claps her hands and gives the children a big smile.  
OR
  - b. If the children do not know to say, “Cow,” the teacher says, “This big animal is a cow. Can you say, ‘cow’?”
  - c. After the children say “cow,” the teacher responds, “Can you say it again for me?”
  - d. After they repeat it, the teacher says, “You said that very well! Give yourself a hand!” and she claps her hands and gives the children a big smile.

- e. The teacher provides a cow finger puppet for each child to use during the next step.
3. After identifying the cow, the teacher repeats the same questions from Step 2 with the word, “moo”. The teacher asks the children, “What does a cow say?” and repeats the questions from there.
4. The teacher shows the children a large picture of a milk jug and a glass of milk. She repeats the same series of questions from Step 2 with the word, “milk.” The teacher begins by saying, “This is a picture of what drink?”
5. While showing the same picture of the milk, the teacher repeats the same questions from Step 2 with the word, “white”.



- a. The teacher begins by saying, “The color of milk is white. Can you say the word, ‘white’?”
  - b. To help the children understand white as a color, the teacher can point out things in the room that are white like milk.
- OR
- c. The teacher can say the name of a child who is wearing something white. For example, “Jody’s shirt is the color ‘white’. Look at Jody’s shirt and say, ‘white’.”
  6. The teacher asks for volunteers to help her hold up the pictures of the cow and the milk.
    - a. After the teacher has chosen a child to help and gives him/her a picture to hold up, she says to the children sitting for example, “Tom is holding the picture of the milk and Julie is holding the picture of the cow.”
    - b. The teacher then asks, “Do you know where milk comes from? Milk comes from cows!”
    - c. The teacher first points to the milk and then to the cow picture as she asks the question and gives the answer.
    - d. The teacher asks, “Can you say, ‘cow’, again?”
    - e. And then she asks, “Can you tell me where milk comes from?”
    - f. After they say, “cow,” the teacher says, “You are correct! Give yourself a hand!” and claps her hands and gives them a big smile.
  7. The teacher says, “Raise your hand if you drink milk!” (Another dairy product can be added to this statement if any children are lactose intolerant.)

- a. She goes around the circle, calling out each child's name that has a hand raised.
  - b. After she says each name, she claps her hands twice and asks the children to clap along with her.
  - c. If there are children who did not raise a hand, but the teacher knows they drink milk or eat other dairy products, she says their name anyway.  
For example, the teacher says "Shane, you drink milk (or eat yogurt)" and claps hands.
8. After completing these questions with the children, the teacher congratulates the children for doing such a good job. The teacher must make sure to tell the children that they should be very proud of themselves for doing such a good job.
  9. The teacher should inform parents about this milk activity done in class and ask them to repeat something similar at home so their children learn the importance of milk from their parents as well. Parents should be aware of the importance of switching from high fat (whole and reduced fat) to low fat or fat free milk. (Note: Please see parent letter and coloring sheet in Lesson Plan Handouts & Activities section).
  10. Every time the teacher does this group activity, she can add the picture of a new food item derived from milk, such as yogurt or cheese. Ask the same questions for these items as you did with milk in Step 6, including those questions that pertain to cows.
  11. At the end of the activity, the teacher tells the children, "It is important for us to drink milk every day because it makes us strong!" As the teacher says that, she flexes her arm muscle to the children.
  12. The teacher asks the children, "Why do we need to drink milk?" She pauses and then explains, "To make us grow and help us become strong young men and women!" and she raises her hand upward over her head and asks the children to copy her actions.
  13. If the teacher has the space in the room, she can hang a narrow strip of paper for each child on the wall, vertically.
    - a. The teacher asks each child to stand up against their strip of paper so the teacher can measure and mark their heights.
    - b. The teacher should measure each child's height every month or two, so each child can see their growth over the course of the year.
    - c. If the teacher does not have the space to do this activity, she can give it to the parents so they can do it at home.



14. If the teacher still has the children's attention, she can read the book, "Carlos and Clarice Mooove to low fat Milk!" written by: Kathy Reeves, Mary Stickney, and Diane Bowden (2006). Otherwise, read this book on a day when you are not doing this group activity.
15. When the teacher ends this activity, she should congratulate the children for their participation and tell them to give themselves a great big hug. She could ask them "Did you have fun doing this activity?" If the children say "yes," She can tell the children, "I am so happy that you had fun. We will do this activity many more times."

## Additional Activities for 3 to 4½ Year Olds:

### Our Bones, Teeth, and Muscles:

This activity can be done indoors or outdoors with the children on a different day after you complete the first activity for 3 to 4½ year olds. This activity emphasizes the importance of keeping our bones, teeth, and muscles healthy and in good shape by drinking milk. The teacher asks the children to sit in a circle on the floor with her.

1. The teacher holds up a picture of a tooth and asks the children, "What is this a picture of?" She then points to her own teeth to show to the children.
  - a. When the children reply, "tooth," the teacher asks, "Can you say that again for me? Can you say, 'tooth'?"
  - b. After they repeat the word, the teachers says, "You said that very well! Give yourselves a hand for doing such a good job!" and she claps her hands.

OR

  - c. If the children don't know the word, "tooth," or don't understand the teacher's question, the teacher says to them, "This is a tooth. Can you say the word, 'tooth'?"
  - d. After the children say the word, she responds by asking them, "Can you say the word again?"
  - e. After they repeat the word, the teacher says, "You said that very well! Give yourself a hand!" and she claps her hands.
  - f. The teacher follows up the question with, "What is the color of this tooth?" and she says with the children, "White!"
  - g. After they respond, the teacher says, "You said that very well too! Give yourself a big hand!" and she claps her hands.



- h. The teacher asks them, “Can you open up your mouths and show me your teeth?”
  - i. After they show her their teeth she says, “You have such lovely teeth! Can you show each other your teeth? Look at them but do not touch them.”
  - j. After the children show each other their teeth, the teacher says to the children, “We need to drink lots of milk to make our teeth stay white and strong so they don’t break and so we can chew our food. Can you remember to do that?”
  - k. If the teacher wants to help them understand the teeth more, she can show pictures of different animals with teeth like cats, dogs, or sharks.
1. It is important to make sure to tell the parents about this activity so that children can discuss with their families what they learned about their teeth and milk. Ask parents to show their teeth to their son or daughter.
  2. The teacher holds up a picture of a bone and asks the children, “This is the picture of a bone. Can you say the word, ‘bone,’ for me?”
    - a. After they respond, the teacher says, “You said that very well! Give yourself a big hand!” and she claps her hands.
    - b. The teacher says to the children, “We need to drink lots of milk to keep our bones strong so they don’t break, so we can walk and run! Can you remember to drink milk?”
  3. The teacher then explains to the children, “Something we can do together to keep our bodies healthy is do exercises here and at home.”
    - a. The teacher designs a set of stretching exercises that work the body from head to toe. As the teacher does the stretch activities with the children, she makes sure to name each body part. This helps children learn their names.
    - b. Name the head, neck, shoulders, arms, wrists, fingers, waist, legs, knees, ankles, feet, and toes.
    - c. While stretching, the teacher should make sure to ask the children questions like: “Are you enjoying yourselves?” “Does it feel good to stretch?” “What exercise do you like best?”
    - d. Every day the stretches are done, the teacher introduces a different stretch for the children to learn. This helps the children learn about their different body parts, learn how the parts fit together, develop their memory, and gives a sense of control and empowerment.



## Objectives and Activities for Children 4½ to 5 Years of Age:

### Objectives:

1. Children identify a cow from the sound and the milk it makes.
2. Children demonstrate which milk types are healthier for their bodies.

### Materials Needed:

- Picture of a cow and two other animals
  - Red cap from a gallon of whole milk and an empty gallon milk container
  - Red construction paper, blunt scissors, crayons or markers
  - Different types of milk for taste testing purposes (see # 12)
  - Additional: empty milk jug for each child (the teacher can ask the parents of the children to bring in one or two empty gallon milk jugs), flavored gelatin (ex: Jello brand)
  - Glue sticks and four small disposable cups for each child in the group



### Activities:

1. This activity is longer, but children at this age have longer attention spans. If the teacher finds the activity is too long, she can divide it into segments to complete over the course of two or three days. The teacher asks the children to sit at tables in groups of two and face the teacher.
2. The teacher begins this activity with the five year olds by asking them, "What is the name of the animal that goes, 'moo'? Can you whisper to me that name?"
3. After the children successfully identify the animal as a cow, the teacher shows them three pictures of different animals one of which is a cow. The teacher asks the children, "Which is a picture of a cow? Is it the first picture, the second picture, or the third picture? Can you say it to me in your louder outdoor voice?"
4. When the children select the correct picture, the teacher congratulates the children by saying, "You are correct! You are all so smart. You know the sound a cow makes and you know what a cow looks like. That is great!"

5. The teacher asks the children another question, “How many of you like to eat cereal for breakfast? Can you tell me in your quiet indoor voice?”
6. The teacher then says, “So many of you like to eat cereal! Can you tell me what you like to drink and eat with your cereal?”
7. After the children say “milk”, the teacher asks them, “What animal makes the milk that we drink? I will give you clue. The animal says, ‘Moo!’”
8. The teacher tells the children, “There are different kinds of milk and all of them come in milk jugs with different colored caps.”
9. After the teacher tells this to the children. She holds up the red cap from a gallon of whole milk. “This is the cap of the milk that we do NOT want to drink. Can you tell me the color of this cap?”
10. After the children say that the cap is red, the teacher congratulates them for knowing the color red and continues by saying, “Milk in the jug with a red cap is not good for us to drink as we grow up because it has fat in it that is not good for our big kid bodies. It is okay to drink this milk when we are babies, but now we are growing up and need to drink a new kind of milk!”
11. At this point the teacher hands out small pieces of red construction paper and gives a pair of scissors to each pair of children. The teacher explains, “So you remember not to drink milk with the red cap, I want you to make your own red cap that you keep in your pocket and show it to your mom and dad when you go to the grocery store together!” The teacher can write on the cap, “No Whole Milk”.
12. The teacher can organize a taste testing of different milk types. Have the children try a sample of whole, low fat, and then fat-free chocolate milk. By using chocolate in the last selection, the experience with fat-free milk will be more positive. The teacher can also offer strawberry fat-free milk. After they have tasted the different milks, the teacher can organize a taste test where children sample each one to see if they can identify the low fat from whole milk.



## Additional Activities for 4½ to 5-Year Olds:

### Learn How Cows Make Milk:

If you still have the children's attention you can continue a discussion about cows and how they make milk. If not, you can do this part of the discussion on a different day after you have done the first activity for the 4½ to 5-year olds. **IMPORTANT NOTE:** Before doing this activity you must plan one part in advance by asking the children's parents to bring in an empty gallon milk container for each child to use in class.

1. The teacher asks the children to sit on the floor with her. Each child holds his/her gallon milk container. The children will be divided up into groups later on to do their project.
2. The teacher asks each child to bring their milk containers to her and then return to sit back on the floor where they were sitting before.
  - a. The teacher lines up twelve one-gallon milk containers in a row on the floor for all of the children to see.
  - b. She then lines up two one-gallon milk containers together in a separate group. Next to them she places a one-gallon milk container alone.
  - c. The teacher gets the children's attention and asks if each one can see all of the milk containers.
3. The teacher then tells the children, "Cows make milk, right?"
4. After the children reply, "Yes," the teacher tells the children, "Only girl cows make milk and they can only make milk after they have their first baby. After they have their first baby, they make milk."
5. The teacher says, "The name of a girl baby cow is, 'heifer'. Can you say the word, 'heifer'?"
6. After the children repeat the word, "heifer," the teacher congratulates the children for pronouncing the word properly. She then explains to the children, "When heifers grow up, we call them 'cows'. Boy cows are called, 'bulls'."

**She continues, "So when you are talking about a baby girl cow, you say, 'heifer'. When you are talking about a boy cow, you say, 'bull'. When the heifer grows up, we call her a 'cow'."**

7. The teacher tells the children "You know, that people like to eat three meals a day (breakfast, lunch and dinner) with a few snacks? Well, cows eat eight meals a day. Can you imagine eating eight meals a day? That is a lot of eating!"

**The teacher continues, "For the cows to eat that much, they spend 8 hours a day only eating. That would be like you spending your entire day here at child care, eating and chewing and doing nothing else."**



- The teacher then tells the children, “To make one gallon of milk for us to drink, the cow drinks two gallons of water!” When she explains this to the children, she holds up one one-gallon container and then holds up two one-gallon containers.

**The teacher can fill the one-gallon container with water and have children to try and pick it up. If she does this, she needs to watch them very carefully to make sure they do not drop the container on themselves. By doing this activity, the children can see how much water or milk weighs in a gallon container.**

- The teacher goes on to tell the children, “Everyday, the cow makes twelve gallons of milk. If you look here, this what 12 gallons of milk look like.” The teacher points to the twelve one-gallon containers she had lined up earlier for the children to look at.
- Lastly, the teacher informs the children, “It usually takes two days to get the milk from the cow to the store where we can buy it.”
- After explaining this information to the children, the teacher divides them up into groups of three or four so they can do the **Grocery Cart** activity (Note: Please see Grocery Cart Activity in Lesson Plan Handouts & Activities Section).



## Our Bones, Teeth, and Muscles:

- The teacher asks the children, “Can you all give me a big smile showing me all of your teeth? Now let me see you show your big smiles to each other?” The teacher also makes sure to smile very big to show the children her teeth as well.
  - She continues, “Raise your hand if you have lost a tooth already?” She calls the names of the children who have already lost a tooth.
  - The teacher then explains, “After we lose all of our baby teeth, new adult teeth will take their places. Then, we will have 32 teeth in our mouths. When you go home, go to a mirror and count your teeth with your mom and dad’s help.”
- The teacher explains, “Do you know how many bones we have in our bodies? After we grow up, we have 206 bones! You have lots of bones to take care of!” As she explains this, the teacher, shows the children a picture of a skeleton.

- a. The teacher asks one of the children to stand next to her and be her helper as she explains the next part to the group of children. As she points to the child's head the teacher says, "Everyone point to your head and your mouth. In your head and your jaw you have 21 bones!"
  - b. The teacher has the child sit down as she asks for another child to stand next to her as her helper. "Everyone point to your ears. We all have 3 tiny bones in each ear."
  - c. The teacher has the child sit down as she asks for another child to stand next to her as her volunteer. She has her helper stand with his or her back facing the other children and runs her fingers along the child's backbone. "Everyone point to your backbone and spine. Run your fingers up and down your backbone. Can you feel the bones? There are 26 separate bones in your back."
  - d. The teacher has the child sit down as she asks for another child to stand next to her as her helper. As the teacher points to the child's rib cage and as she rubs her own rib cage to show the children where it is located, she asks, "Can everyone point to your rib cage? Can you feel your ribs? You have 12 ribs on each side. Can you count them?"
  - e. The teacher has the child sit down as she asks for another child to stand next to her as her helper. The teacher holds up the hands of the child and asks, "Can you hold up your hands in the air and wiggle your fingers? We have 32 bones in our arms and 19 bones in our hands and fingers!" The teacher then raises her own hands and wiggles her fingers with the children.
  - f. The teacher has the child sit down as she asks for another helper to stand next to her. The teacher points to the child's feet and raises her own feet in the air for the children to see and says, "Hold up your feet and wiggle your toes! We have 31 bones in our legs and 19 bones in our feet and toes too!"
3. In order to keep the children's attention and to explain this important point, the teacher can hold out to the children a plate of Jell-O, gently shaking the Jell-O so it wiggles. She says to the children, "Do you know why we have bones and a skeleton? Because it helps us stand up straight and tall. If we didn't have bones, our bodies would be like this Jell-O – wiggling all over the place!"
  4. The teacher then asks the children, as she holds up one of the gallon containers, "Now that you know how many bones and teeth we have, you know how important it is to keep them strong. What do we need to drink, from this container, to make sure that our teeth, bones, and muscles grow and stay strong and healthy?"



- a. If the children know the response and say, “Milk,” congratulate them for knowing the answer.
  - b. If the children do not know the answer, the teacher tells them that it is important to drink milk.
5. The teacher says, “Besides eating and drinking right, we need to do exercise too and we are going to do it together.” (Note: Please see Children’s Yoga Stretches in the Lesson Plan Handouts section).

**References:**

*Frequently Asked Questions.* MooMilk. 3 March 2006 [www.moomilk.com/faq](http://www.moomilk.com/faq)

*Meet the Milk Group Activity.* Nutrition Explorations. 3 March 2006

[www.nutritionexplorations.org/educators/lessons/pyramid-cafe/cafe-activity-milk.asp](http://www.nutritionexplorations.org/educators/lessons/pyramid-cafe/cafe-activity-milk.asp)

*Virtual Tour: The Story of Milk.* MooMilk. 3 March 2006 [www.moomilk.com/tours/tour1-1.htm](http://www.moomilk.com/tours/tour1-1.htm)

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## Sunshine State Standards PreK-2

### 3-4 Year olds

Health Education HE.A.1.1.1  
Health Education HE.B.1.1.1  
Language Arts LA.A.2.1.1  
Language Arts LA.C.1.1.1  
Language Arts LA.C.3.1.1

### (Additional Activities)

1. Health Education HE.A.1.1.1  
Language Arts LA.C.3.1.1  
Physical Education PE.B.1.1.1

### 4-5 year olds

Health Education HE.A.1.1.2  
Health Education HE.B.1.1.1  
Health Education HE.C.2.1.1  
Language Arts LA.C.3.1.1

1. Mathematics MA.A.1.1.3  
Mathematics MA.A.1.1.3  
Science SC.G.1.1.2
2. Health Education HE.A.1.1.1  
Language Arts LA.C.3.1.1  
Mathematics MA.A.1.1.2  
Mathematics MA.A.2.1.1  
Physical Education PE.B.1.1.1

**Office of Early Learning Performance Standards**

	3 year olds	4 year olds	5 year olds
<b>Physical Health</b>			
A. Physical Health	4: H.S.3,H.S.4 5: H.S.5, H.S.6	4: H.S.3, H.S.4 5: H.S.5, H.S.6	4: *2
<b>Social &amp; Emotional</b>			
C. Interaction with others	1, 2, 3: H.S.11	1, 2, 3: H.S.11	1: *6 2: *5 3: *3
<b>Language &amp; Communication</b>			
A. Listening	1: H.S.11	1: H.S.11	
B. Speaking	1: H.S.12	1: H.S.12	1: *10
C. Literature and Reading	1: H.S.13		
<b>Cognitive Development &amp; General Knowledge</b>			
<b>Mathematical Thinking</b>			
C. Number Concept and Operations		1: H.S.13	1: *17
<b>Scientific Thinking</b>			
A. Inquiry	3: H.S.13	3: H.S.13	
C. Life Science			1: *13
<b>Motor Development</b>			
A. Gross Motor Development	1: H.S.14	1: H.S.14	1: *2, *4
B. Fine Motor Development		1: H.S.15	1: *2,*4