

## *Gregory, The Terrible Eater*

**Pillar: Healthy Eating**

**Division I**

**Grade Level(s): K-2**

**Core Curriculum Connections: English Language Arts**

**I. Rationale:** *Gregory, the Terrible Eater* is a silly story that contains a meaningful message. The main character, Gregory the goat, only wants to eat foods that he likes, much to his parents' dismay. Picky eating can be a problem in the human world as well and one that many children can relate to, often being forced to eat foods that they dislike. *Gregory, the Terrible Eater* offers a humorous take on fussy eating habits, illustrating the lengths that a goofy goat will go to in order to only eat foods that are his favourites. Just like animals, children tend to have favourite foods, despite their parents preferences. This language lesson offers students the opportunity to learn about healthy eating and the importance of maintaining a well-balanced diet with foods from all four food groups. It may even convince students to step out of their comfort zone and entice them to explore the idea of eating new foods with pleasure instead of pressure.

### **II. Activity Outcomes:**

*The students will:*

- understand the importance of eating well-balanced, varied, and nutritious meals
- be encouraged to try a variety of healthy foods
- identify the components of a healthy breakfast, lunch, and dinner
- create their own nutritious meals and present to the class

### **III. Curriculum Outcomes: English Language Arts**

English Language Arts K-2	Illustrative Examples
<b>General Outcome 1</b> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	
<b>1.1 Discover and Explore</b> <b>Express ideas and develop understanding</b> <ul style="list-style-type: none"> <li>• share personal experiences prompted by oral, print and other media texts</li> </ul>	<i>After reading the story, Gregory the Terrible Eater, students talk about their favourite foods and share stories and experiences about times when their parents weren't happy with what they chose to eat and tried to convince them to eat something else.</i>
<b>Experiment with language and forms</b> <ul style="list-style-type: none"> <li>• talk and represent to explore, express and share</li> </ul>	<i>Discuss how Gregory was feeling throughout the story. Ask students to share a personal story about a time when they felt like Gregory did.</i>

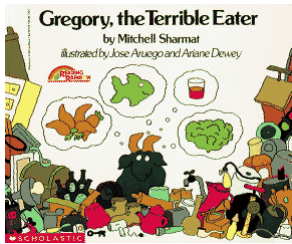
stories, ideas and experiences	
<p><b>1.2 Clarify and Extend</b></p> <p><b>Consider others' ideas</b></p> <ul style="list-style-type: none"> <li>listen to experiences and feelings shared by others</li> </ul> <p><b>Combine ideas</b></p> <ul style="list-style-type: none"> <li>connect related ideas and information</li> </ul> <p><b>Extend understanding</b></p> <ul style="list-style-type: none"> <li>express interest in new ideas and experiences</li> </ul>	<p><i>After listening to and responding to others' feelings and experiences, discuss why parents might be concerned about what we eat and why healthy eating is so important? How do the foods we eat help to keep us healthy? Why is it important to try new foods and eat many different kinds of foods? How many food groups are there in Eating Well with Canada's Food Guide? What are they?</i></p>
<p><b>General Outcome 2</b></p> <p>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>	
<p><b>2.1 Use Strategies and Cues</b></p> <p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>connect oral language with print and pictures</li> <li>expect print and pictures to have meaning and to be related to each other in print and other media texts</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>ask questions and make comments during listening and reading activities</li> <li>recall events and characters in familiar stories read aloud by others</li> </ul>	<p><i>After discussing the benefits of eating healthy foods from all four food groups, students gather sample foods from their assigned food group and represent them on the breakfast, lunch, and dinner plates. Label the items on the plates and ask questions and elicit student comments about the story both during and after the reading.</i></p> <p><i>Cover the text of the story and have students retell the story to you using only the pictures.</i></p>
<p><b>2.2 Respond to Texts</b></p> <p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs</li> <li>listen and view attentively</li> </ul> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>relate aspects of oral, print and other media texts to personal feelings and experiences</li> <li>talk about and represent the actions of characters portrayed in oral, print and other media texts</li> <li>talk about experiences similar or related to those in oral, print and other media texts</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>develop a sense of story through reading, listening and viewing experiences</li> </ul>	<p><i>All students listen attentively to the story as it is read aloud and respond to several questions and discussion points throughout the reading. Compare the story line, feelings of the characters, and the theme of eating healthy to similar feelings and similar experiences that the students share with Gregory the goat. Students also view magazines to collect pictures of different foods. They will represent their learning about the food groups by taking turns feeding Gregory by pulling foods from the bag and categorizing them into the correct food group.</i></p>
<p><b>2.4 Structure texts</b></p> <p><b>Create Original Text</b></p> <ul style="list-style-type: none"> <li>talk about and explain the meaning of own pictures and print</li> </ul>	<p><i>Students share their own paper plate meals for Gregory with the class, explaining what each picture is and which food group it comes from.</i></p>
<p><b>General Outcome 3</b></p> <p>Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	
<p><b>3.2 Select and Process</b></p> <p><b>Access information</b></p>	<p><i>Students select or draw pictures to represent foods appropriate to their food group for the breakfast,</i></p>

<ul style="list-style-type: none"> <li>use illustrations, photographs, video programs, objects and auditory cues, to access information</li> </ul>	<i>lunch, and dinner collective paper plates.</i>
<p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>categorize objects and pictures according to visual similarities and differences</li> </ul>	<i>Students categorize the foods they feed Gregory as well as the foods that they include on their individual favourite meal plates. Discuss the similarities and differences of foods found within the same group to reinforce the importance of eating a variety of foods within each group so that students understand that different foods offer their bodies different nutrients.</i>
<p><b>General Outcome 4</b></p> <p>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication</p>	
<p><b>4.3 Present and Share</b></p> <p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>speak in a clear voice to share ideas and information</li> </ul> <p><b>Demonstrate attentive listening and Viewing</b></p> <ul style="list-style-type: none"> <li>make comments that relate to the topic being discussed</li> </ul>	<i>Students present and share their favourite meal plates with the class and ask questions and make comments about each other's plates and the foods selected. Do the foods on this plate represent a balanced meal for Gregory?</i>
<p><b>General Outcome 5</b></p> <p>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>	
<p><b>5.2 Work Within a Group</b></p> <p><b>Cooperate with others</b></p> <ul style="list-style-type: none"> <li>participate in class and group activities</li> </ul> <p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>listen to others' ideas</li> </ul>	<i>Students must cooperate with others in small groups and listen to each other's ideas as they work together to locate foods in their assigned food group.</i>

#### IV. Materials:

- Mitchell Sharmat (1989). *Gregory, the Terrible Eater*. Scholastic Trade; ISBN: 0590433504
- [Canada's Food Guide](#)
- [Eating Well with Canada's Food Guide - A Resource for Educators and Communicators](#)
- magazines
- newspapers
- optional (Internet)
- Create a Gregory goat - Using an image of a goat's head, enlarge it if needed so it is the approx. size of one sheet of paper. Color and back with cardboard or card stock.  
Cut a hole in the mouth of the goat. Place a large baggie on the back of the goat's head so it opens to the mouth. This baggie will hold the food pictures found by the children.
- paper plates

## V. Procedure:



1. **Pre-reading:** Preview and discuss the book cover and invite students' comments. Ask what they know about goats and what goats eat. Talk about why Gregory would be a terrible eater and ask what they think will happen in the story. Students can discuss the things that we would eat if we were "terrible eaters."
2. Read the story "Gregory the Terrible Eater." Gregory eats foods like you and I. How can we make sure his meals are healthy?
3. Using Canada's Food Guide, review with children the four food groups and the number of servings that are recommended from each group daily. Emphasize the importance of eating a variety of foods from each group so that students understand that different foods offer their bodies different nutrients.
4. The children will be divided into four groups and each group will be assigned a different food group from Canada's Food Guide.
5. Each group will locate and cut out pictures of foods from their food group from a magazine or newspaper.
6. Pictures of the food items collected will be placed together on a large class paper plate with the headings Breakfast, Lunch or Supper. Be sure to discuss that different foods may be eaten at different meals, depending on personal preference (eg. eggs or pancakes for supper instead of breakfast or leftover spaghetti for breakfast). Have students put some of their pictures into the large baggie attached to Gregory the goat's head.
7. Following the completion of the large class meal plates, talk about the foods selected and whether they are healthy choices to eat everyday or less healthy choices to eat only sometimes. Together with students, review the the food group that each of the foods belongs to.
8. Students will take turns feeding Gregory. Children will pull a picture of a food out of the bag attached to Gregory's head and state the name of the food and tell the class which food group it belongs to.
9. As a culminating activity, students create new and original meals for Gregory, using foods from each of the four food groups. They draw these foods on a separate paper plate and present their new meal to the class, explaining why it is a well-balanced meal. Grade one students could accompany their illustrations with some text to label and briefly describe the foods that they selected, while grade two students could write a brief description of the items on their plate and why they think their meal would be Gregory's favourite.

## **VI. Extensions and Variations:**

1. Have the students retell the story by looking at the pictures of the book. Cover the text with a piece of paper to help the students use their comprehension skills instead of their reading skills. Help the children to remember key text in the book that may contain appropriate vocabulary words that the students will choose following the retelling activity.
2. Together with the students, generate a class list of vocabulary words selected from the story. Students could choose words from the story that may be somewhat familiar to them or words that they may not be familiar with at all. Either way, it is important that the students do the choosing to help them to achieve 'ownership' of the words. Suggestions may have to be given to help the children to pick nouns from the text. Nouns are easier for younger children to define and comprehend.
3. Students will use the class generated vocabulary list to create a new story using their own imagination. The list could be given to grade 2 students to create a story on their own and the grade 1 students could compose the story together as a class with the teacher. After the story is written, highlight the vocabulary words to review their meanings to help the students become more familiar with them. Grade two students who have written the new story on their own may share their versions with the class to illustrate how the same words can be used differently and in a variety of ways.

## **VII. Assessment Ideas:**

- Oral assessment of favourite meal presentations to determine whether students were able to identify the necessary components of a well-balanced meal and articulate why this is important.
- Peer assessment of the cooperative group activity of locating and collecting samples of foods from the appropriate food group to represent on the class meal plates and in Gregory's bag of food.
- Check for comprehension by having each student individually retell the story using only the pictures.
- An assessment of the students writing if they completed the extension and variation activity of writing an imaginative story. Check to see if they used the vocabulary words in the correct context to show their meaning in the story.