

The
Early Years Count
Literacy
Connection



Just Try One Bite

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Illustrated by Mike Boldt

Preschool edition

Overview of Book

What are kids to do when their parents simply will not eat anything but JUNK? They eat ice cream sundaes for breakfast and old French fries from the floor of the car! Yuck! The kids in this story want this to stop, and have a plan! Will it work?

Genre: Picture/rhyme

Vocabulary

Books are a rich source of words new to children. Here are some words from *Just Try One Bite* to introduce in your classroom:

reckless	food names
checklist	cuffs
phase	bizarre

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional
Development Item D
(Emotions)

Language, Literacy and
Communication item N
(Phonological awareness)

Physical Development
and Health
Item K
(Personal care and healthy
behavior)

Reading Tips

Let the group know this is a rhyming story, and encourage them to listen for the same sounds. Start a chart. Ask about foods in the story that your group of children either like, do not like, or have not tried. Stop during the story to ask questions like, "Have your parents tried this with you?" Wonder out loud, "I wonder how it makes the kids in the story feel that they have to try and get their parents to eat healthy food? What do you think?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

At the end of each reading, display the book in the book area so children can read it on their own.

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Give each child at **Small Group** gardening and food magazines and scissors. Have them look through and cut out *bizarre* foods and encourage them to tell you why they think that. Collect and mount as a classroom display, complete with the dictation taken.

Load up plates with play foods and have kids choose how to move around the circle at **Large Group Time**- Oops! No spilling! Play children's favorite music.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add empty food containers and extra play food to the **House Area**. Encourage children to create healthy meals for the baby dolls and each other.

Place other books in the **Book Area** that have a food focus. Titles could include, "Sophie's Squash" by Pat Zietlow Miller and "Baking Day At Grandma's" by Anika Denise.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Just Try One Bite*:

What do you do when someone wants you to try a food that you don't want to try?

Is there a food you didn't like but like now? How did you try it?

How could you help someone try something new?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Just Try One Bite* with their child. Here's a sample message you can send:

In this story, it is the children who must convince the parents to eat more healthy foods. Talk with your child about foods you remember not enjoying or wanting to try, and how you like them now. How did that happen? Ask your child to share what is most challenging about certain foods. Talk about how different foods taste and smell, and how they feel in our mouths. Texture of foods can be the hardest for children to describe. Remark during the story how the children work together and keep trying to get their parents to try more healthy choices. What are your family favorites?