



Wonderwood Curriculum

for Building Knowledge

Week 3: Food

Wonder Question: What powers us and can connect us?

Overview

Last week we explored what people need to thrive in communities. This week we are turning our attention to food, a basic need that also brings people together and ties these two topics together.

Children can explore what food does for our bodies, how it helps our brains, and how it connects us to other people through shared meals, memories, and traditions. Some learners may focus on the science of nutrition, while others may follow their curiosity into taste, smell, and culture. Both paths build knowledge.

Lesson Plans

Each week's lesson plans will follow the same structure to **BUILD** children's knowledge.

- **B**egin With Wonder
- **U**ncover Ideas
- **I**nquire Further
- **L**earn By Doing
- **D**ecide What's Next

All printables and the resource list is available following the lesson directions.

This week we're going to BUILD children's knowledge about food.

- Day 1: Begin With Wonder (10-15 minutes)
- Day 2: Uncover Ideas (20-30 minutes)
- Day 3: Inquire Further (30-45 minutes)
- Day 4: Learn By Doing (20-30 minutes)
- Day 5: Decide What's Next (20-30 minutes)



If you want more information about how the lessons are designed, refer to the [Wonderwood Curriculum Overview](#).





Day 1: Begin With Wonder (10-15 minutes)

Parent or Teacher Directions

1. Remind children: “Last week we learned how we live and thrive in our community. One of the things we need every day to give us energy and fuel our bodies is also something that can bring people together. And that’s the connection between communities and this week’s topic: What can bring people together?”
2. Share the week’s **Wonder Question**: “What powers us and can connect us?”
3. Complete the **Wonder Task**. (*Printable provided after the lesson directions.*)
 - a. Watch two videos:
 - i.  [Operation Ouch - Energy Machine | Science for Kids](https://www.youtube.com/watch?v=RPAien1dbEQ) ¹
 - ii.  [How different cultures celebrate with food](https://www.youtube.com/watch?v=BcIqowZTS-w) ²
 - b. Ask: “Based on this task, what do you think this week’s topic is? What powers us and can connect us?”
 - c. As needed, reveal the week’s topic: Food
 - d. Ask children what they notice and wonder about food. Sample questions:
 - i. What do you notice about different kinds of food?
 - ii. Why do we need food?
 - iii. Why do people eat different foods in different places?
 - e. Have children write, draw, or dictate (and you write) what they notice and wonder on their Wonder Task printable.
4. Create the **Wonder Board** for the week. (*Printable provided after the lesson directions.*)
 - a. Share that children will explore their wonderings this week: “What do you want to find out about food? We will spend this week seeking answers to our Wonder Question and your questions.”
 - b. As needed, show them how to turn their wonderings into questions, e.g., “I wonder why I get sleepy after eating a lot of food.” → “Why does eating too much food make me tired?”
 - c. Then have children write, draw, or dictate (and you write) their questions on the Wonder Board.
5. If children need some question inspiration, share some suggestions:
 - a. How does food help our bodies?
 - b. What foods give us the most energy?
 - c. What happens when we don’t eat?
 - d. How do we get our food?
 - e. What kinds of foods are eaten during holidays or special occasions?

¹ <https://www.youtube.com/watch?v=RPAien1dbEQ>

² <https://www.youtube.com/watch?v=BcIqowZTS-w>







Week 3: Food Lesson Directions

- f. How do meals look different around the world?
 - g. What foods make me feel good?
 - h. What kinds of foods do people eat that I don't eat?
 - i. What are different kinds of foods?
 - j. How do our bodies use the food we eat?
 - k. What foods are special to me and my family?
6. Post the Wonder Board in a place that's easy to revisit.
 7. Let the questions guide the knowledge building for the week.

Printables and Materials for Day 1

- Wonder Task printable
-  [Operation Ouch - Energy Machine | Science for Kids](#)
-  [How different cultures celebrate with food](#)
- Wonder Board printable or chart paper or poster board or white board/bulletin board with index cards to make your own Wonder Board



Day 2: Uncover Ideas (20-30 minutes)

Parent or Teacher Directions

1. Review the **Wonder Board** (started on Day 1).
 - a. Ask: “What questions do we have?”
 - b. Select one or more questions to focus on for the day.
2. Complete Tuesday on the **Knowledge Map**. (*Printable provided after the lesson directions.*)
 - a. Remind children that the Knowledge Map is how they will keep track of what they learn about food this week.
 - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Tuesday.
 - c. Then work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
3. Have children spend 8-10 minutes using Wonderwood or exploring books about food either on hand or from a local library. See the Resource List: Food (Week 3) for options. (*Printable provided after the lesson directions.*)
4. Revisit the Knowledge Map.
 - a. Have children share what they learned from their exploration.
 - b. Discuss which questions they can now answer. As it makes sense, revisit the Wonder Board to look for other questions they may now have answers for (even those they didn’t identify at the beginning of the day) and document that status on the Wonder Board.
 - c. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned about food? Answer your questions.
 - d. Lastly, have children share new questions they may have about food after their exploration. As it makes sense, add those questions to the Wonder Board.
 - e. Share progress on your questions and answers in [The Knowledge Builders Club for Families Facebook group](#).

Printables and Materials for Day 2

- Wonder Board (started on Day 1)
- Knowledge Map printable
- [Wonderwood](#) or books: Resource List: Food (Week 3)



Day 3: Inquire Further (30-45 minutes)

Parent or Teacher Directions

1. Select one of the following options to have children show what they know.
 - a. Option 1: Body Systems (Science Focus)
 - i. Ask: “What happens after we eat?”
 - ii. Complete the Digestive System Diagram (Week 3) to show what they know. *(Printable provided after the lesson directions.)*
 - iii. Label the parts of the digestive system.
 - iv. Color the page.
 - v. As kids are interested, extend their knowledge to explain how their cells process the food to create energy:
[▶ Introduction to Cellular Respiration - More Science on the Learning Vide...](#)
 - b. Option 2: Food Culture (Social Studies Focus)
 - i. Ask: “Why do people eat different things in different places or at special times?”
 - ii. Create Celebration Plates (Week 3) with drawings of foods eaten for birthdays, holidays, or cultural or family traditions. *(Printable provided after the lesson directions.)*
 - iii. Label each plate with the food and the celebration.
 - iv. To further develop skills and knowledge, compare and contrast the different foods; locate on a map the various countries where the foods originate; discuss the traditions of each celebration and why those foods are eaten.
2. Review the Wonder Board (started on Day 1) and Knowledge Map (started on Day 2).
 - a. Prompt children to identify and select one or more questions to focus on for the day.
 - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Wednesday.
 - c. Then work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
3. Have children spend 10-15 minutes using Wonderwood or exploring books about food either on hand or from a local library. See the Resource List: Food (Week 3) for options.
4. Revisit the Knowledge Map.
 - a. Have children share what they learned from their exploration.
 - b. Discuss which questions they can now answer. As it makes sense, revisit the Wonder Board to look for other questions they may now have answers for (even those they



Week 3: Food Lesson Directions

didn't identify at the beginning of the day) and document that status on the Wonder Board.

- c. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned about food? Answer your questions.
- d. Prompt children to consider different aspects and connections to food. Use the Semantic Map: Food (Week 3) to share new connections to food. *(Printable provided after the lesson directions.)*
- e. Lastly, have children share new questions they may have about food. As it makes sense, add those questions to the Wonder Board.

Printables and Materials for Day 3

- Digestive System Diagram (Week 3) or Celebration Plates (Week 3) printables
- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Wonderwood or books: Resource List: Food (Week 3)
- Semantic Map: Food (Week 3)



Day 4: Learn By Doing (20-30 minutes)

Parent or Teacher Directions

1. Review the Knowledge Map (started on Day 2).
 - a. Say: “We can learn about food from texts we listen to or read. We can also learn by doing. Today we will apply what we know about food and learn more.”
 - b. Ask: “What do you know about food?”
2. Engage in a **Learn By Doing Experience** about food (provided below). *Note: There are 4 options, or be creative and come up with your own!*
3. Revisit the Knowledge Map.
 - a. Have children share what they learned from their experience.
 - b. Have children write, draw, or dictate (and you write) their answers to Thursday’s question: What have you learned about food?
 - c. Prompt children to consider different aspects and connections to food. Use the Semantic Map: Food (Week 3) to share new connections to food.
 - d. Lastly, have children share new questions they may have about food after their exploration. As it makes sense, add those questions to the Wonder Board.

Printables and Materials for Day 4

- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Semantic Map: Food (Week 3)



Learn By Doing Experience: Food (Week 3)

Option One: Plan and Cook a Meal Together

- Create a dinner menu that includes all the food groups.
- Make a list of needed ingredients and identify what you have on hand and what you need to purchase.
- Go shopping to purchase any needed ingredients.
- Read the recipe and discuss the various steps and tools needed to cook the meal.
- Prep the ingredients and cook the meal.
- Serve the meal to the family and ask children to explain how each of the foods help our bodies.
- Be sure to take pictures of the process and the finished product!
- Reflect on the process: “What was the hardest part? What did you like the best and least about cooking? What might you do differently next time?”
- Share your experiences with [The Knowledge Builders Club for Families Facebook group](#).

Option Two: Cultural Showcase

- Identify a friend or community member to interview who engages in a cultural celebration that includes a food new to your children.
- Work together to write interview questions. For example:
 - What is your name?
 - Where are you and/or your ancestors from? (Locate this place on a map.)
 - What cultural traditions do you celebrate?
 - What do you eat during those celebrations and why?
 - What does the celebration signify?
 - What is special about your celebrations?
 - What is your favorite part or memory of the celebration?
- Help children secure and conduct the interview with the friend or community member.
- Either purchase or make one of the foods described by the interviewee, and invite them and/or their family to share in a meal with the special food.
- Ask children to share what they learned about the celebration during the meal and ask: “How does food power us and connect us?”

Option Three: Food Diary

- Ask children to keep track of what they eat for a certain period of time (e.g., 1 week). This could be a written, picture, audio, or video diary.
- Use the data to conduct various activities:
 - Sort the food into different categories: food groups, food benefits (provide energy or protection, build muscle, etc.)



Week 3: Food Lesson Directions

- Create graphs or charts based on statistics: How many food groups do I eat each day? What variety of foods do I eat? How often do I eat the same meal?
- Create a map of where the food comes from in your community. For example: “For lunch, I ate a sandwich. The bread came from the local bakery, and the sliced meat came from the grocery store.” Put a bread icon on the bakery and a meat icon on the grocery store.
- Reflect and discuss: Who provides food in our community? How does food get to the grocery store? Where else in the community can we get food? What would we need to do to supply our own food?
- Select one meal from the food diary and discuss the components/ingredients. Research and discuss:
 - What are the ingredients?
 - Who made them?
 - Where do they come from? (Both to our house and their history in the US)
 - Why do we eat them?

Option Four: Community Service Project

- Research and select a service project related to food. It could be a food drive or delivering meals to the elderly or volunteering at a food bank.
- Discuss what you will need to do to participate in the project (e.g., how to sign up, what tools to bring, what clothes to wear, etc.) and make a plan.
- Then participate in the service project.
- Be sure to take pictures and videos to document the experience!
- After the project, reflect on the experience: “What did you do? Who else participated? What did you learn? How does food power us and connect us?”
- Then have children create a book or video of the experience with the pictures and descriptions of what was done.
- Share your experiences with [The Knowledge Builders Club for Families Facebook group](#).



Day 5: Decide What's Next (20-30 minutes)

Parent or Teacher Directions

1. Review the Wonder Board (started on Day 1) and Knowledge Map (started on Day 2).
 - a. Ask: “What have you learned about food? What do you still want to learn?”
 - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Friday.
 - c. Then work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
2. Have children spend 8-10 minutes using Wonderwood or exploring books about food either on hand or from a local library. See the Resource List: Food (Week 3) for options.
3. Revisit the Knowledge Map.
 - a. Have children share what they learned from their exploration.
 - b. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned about food? Answer your questions.
4. Revisit the Wonder Board.
 - a. Have children review and identify any remaining unanswered questions and document that status on the Wonder Board.
 - b. As children express interest in answering the unanswered questions, encourage them to further explore Wonderwood or unexplored books about food on their own/during their free time to answer these questions.
5. Close out the week.
 - a. Say: “This week we’ve focused on what powers us and can connect us.”
 - b. Ask a follow-up question such as:
 - i. “Why is food important?”
 - ii. “How does food fuel our bodies?”
 - iii. “How does food bring us together?”
 - iv. “What is your favorite question we asked?”
 - v. “What is a question you still have?”
 - vi. “What are you looking forward to learning about next?”
 - c. Have children draw a badge for themselves that shows what they learned (e.g., their favorite food or special symbol from a cultural celebration).
 - d. Share the badges and what your children learned about food in [The Knowledge Builders Club for Families Facebook group](#).
6. Make connections and move the learning forward as a bridge to next week.
 - a. Say: “Now that we know more about food, next week we’re going to learn more about what people eat all over the world. What do you think our topic will be?”



Week 3: Food Lesson Directions

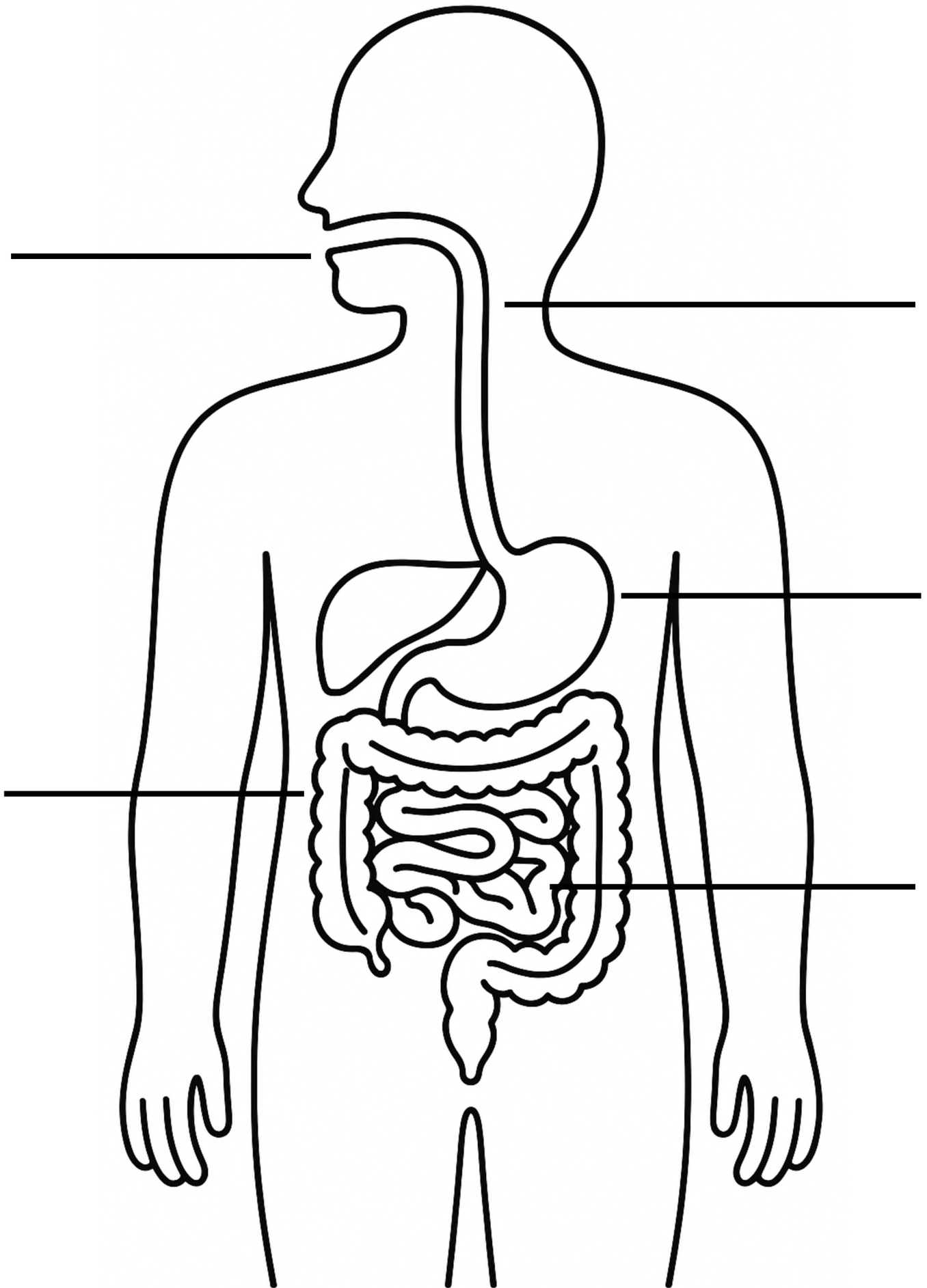
- b. Have children share their guesses.
- c. Then say: “We will pick up our knowledge journey next week.”

Printables and Materials for Day 5

- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Wonderwood or books: Resource List: Food (Week 3)

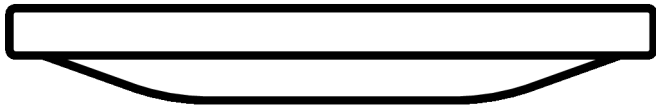


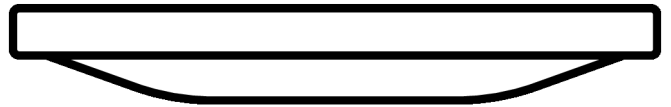
Digestive System Diagram (Week 3)





Celebration Plates (Week 3)















Wonder Task

This week's Wonder Question:

--

This week we're learning about _____.



I noticed...

This led me to wonder...



Wonder Board

This week we're learning about _____.

#	Questions	Unanswered	Explored	Answered



Wonder Board Setup Example

This is an example of how you might set up the Wonder Board if you do not use the printable handout.

- Create a bulletin board or piece of chart paper or poster board paper with three categories: Unanswered Questions, Explored Questions, and Answered Questions.
- Gather index cards (and tape) or sticky notes.
- Write one question per index card or sticky note.
- Move the index cards and sticky notes throughout the week to the appropriate category.
- When you get an answer, add that to the card or sticky note.

This week we're learning about _____.

Unanswered Questions

How do we use maps?

How did people use maps in the past?

How do people create maps?

Explored Questions

Answered Questions

What are different types of maps?

Physical, political, topographical, weather



Knowledge Map p.1

This week's Wonder Question:

This week we're learning about _____.

Day 2 (Tuesday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.



Knowledge Map p.2

Day 3 (Wednesday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.

Day 4 (Thursday)

What have you learned?



Knowledge Map p.3

Day 5 (Friday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.





Resource List: Food (Week 3)

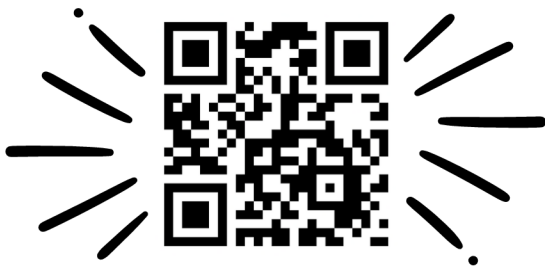
Take this book list to the library*

- Thank You, Omu!, Oga Mora (connects to Communities)
- Food Food Fabulous Food, Kate Clynes
- Good Enough to Eat, Lizzy Rockwell
- Are You What You Eat?, DK Publishing
- The Food Fair, Titus Schorr
- Super Foods for Super Kids, Joy K. Hale
- Harold the Iceberg is Not a Super Food, Lisa Wyzlic
- Protein Foods are Good for You!, Gloria Koster
- Rice (All About Food Crops), Cecilia Brannon

- OR -

Download

Wonderwood



Select “Food” or “Human Bodies.”

Note: If children are not yet able to read, Wonderwood reads aloud texts, so they can still use it independently.

For printed books, either read aloud the book or search for a read-aloud video of the book online.

Use these topics to search for children’s books, videos, and other resources:

- nutrition
- digestion
- digestive system
- sense of taste
- sense of smell
- energy
- metabolism
- health
- healthy eating
- calories
- cellular respiration

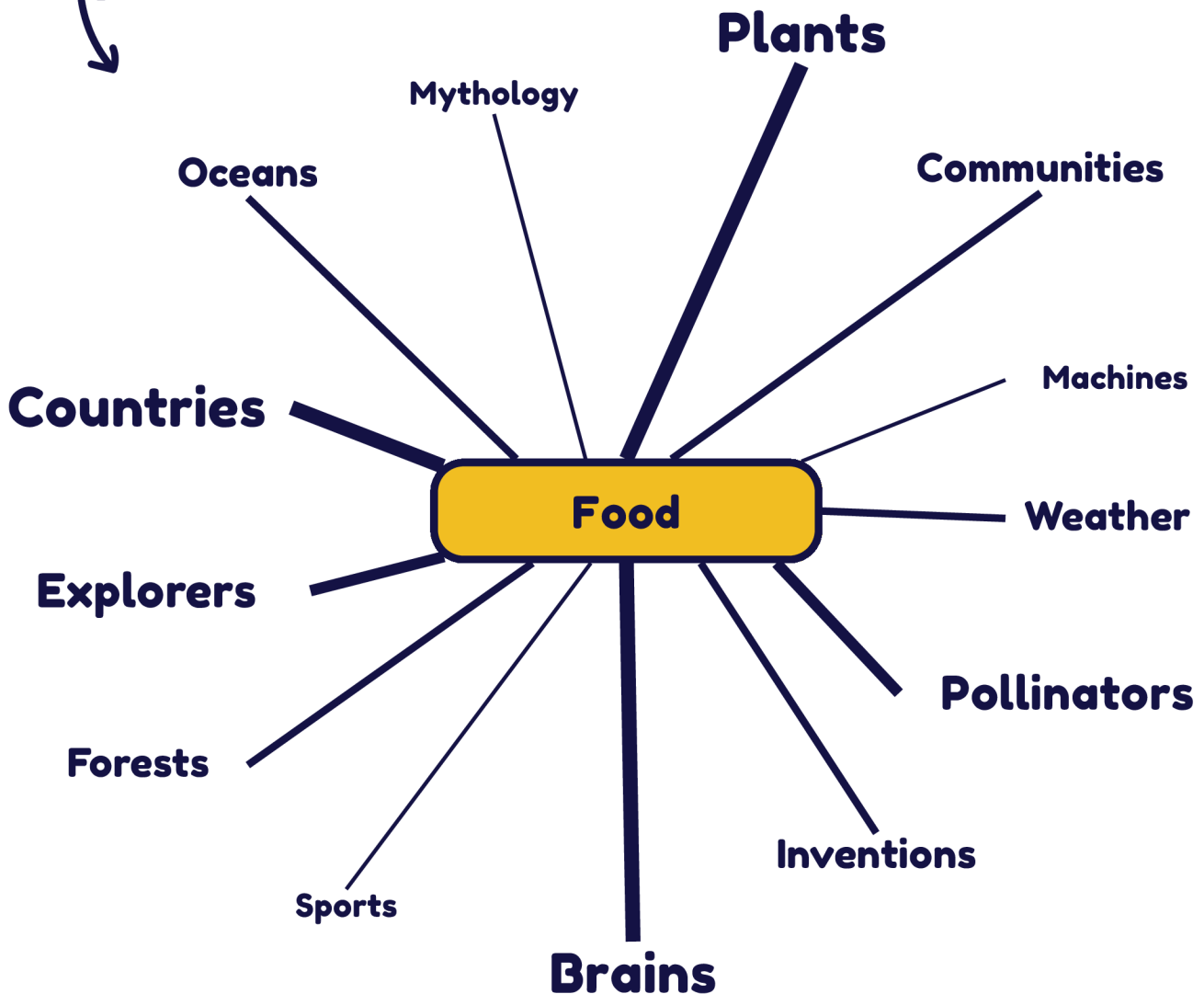
Access additional resources and support in The Knowledge Builders Club for Families Facebook Group.

*Every family is different. While we’ve curated this list with care, we recommend parents preview each book to ensure it’s the right fit for their child.



Semantic Map: Food (Week 3)

When children have knowledge about maps, they have access to many other topics.



Each connection or relationship between the two topics is a new idea for children to understand. Examples:

- Pollinators support plant growth, which is necessary to produce fruit and vegetables that we eat. Also, many animals we eat also eat plants, which need pollination to grow.
- Weather impacts animals and farming. Recognizing how weather and climate impacts what can be produced where is important for understanding why different foods are eaten in different places.
- Explorers discovered new foods and brought them back to their home countries, which changed our diets over time.
- Many myths include food with special powers or feasts, which reveal cultural values and beliefs.