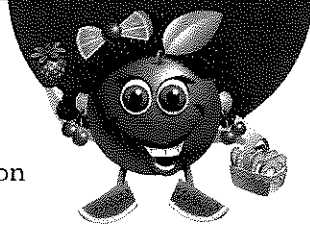


Lesson 1

Meet the Five Food Group Friends

TOPIC:
The Five Food Groups

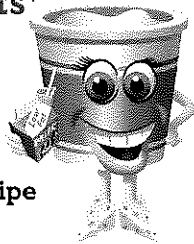


This first lesson will focus on identifying various foods, classifying them by their food group, and understanding that eating from all five food groups helps keep us healthy. Students will be introduced to the **Food Group Friends** through a variety of hands-on learning activities, from engaging in dramatic play and “checking out” groceries, to becoming part of a food group themselves while they learn to classify foods.

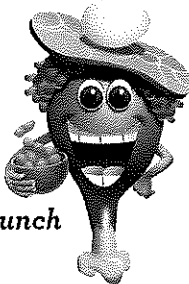
Supplies and Preparation

Discover *MyPlate* Components*

- *The Five Food Groups* poster
- *Reach for the Sky* song
- **Food Cards**
- *Friendship Pocket Look and Cook Recipe* (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 68-69)
- **Emergent Readers** (teacher and student versions): *Fruits, Vegetables, Grains, Protein Foods, and Dairy*
- **Food Group Friends Profile Cards**
- **Student Workbook** (WB; Lesson 1, Activities 1-5):



- [WB, p. 1] **STAR Chart**
- [WB, pp. 5-10] *Food Group Sorting*
- [WB, p. 11] *Wash Your Hands!*
- [WB, p. 12] *Foods I Like*



- **Parent Handout: Welcome to School Lunch**

Additional Supplies

- Suggested books** for **Book Club** and other discussions:
 - *Bread and Jam for Frances* by Russell Hoban (HarperCollins, 2008)
 - *I Will Never Not Ever Eat a Tomato* by Lauren Child (Candlewick, 2000)
 - *Delicious! A Pumpkin Soup Story* by Helen Cooper (Helen Cooper, 2006)
 - *Germs Are Not for Sharing* by Elizabeth Verdick (Free Spirit Publishing, 2006)

- *Wash Your Hands!* (Robin Hill School Ready to Read Series) by Margaret McNamara (Simon Spotlight, 2010)
- *Dem Bones* by Bob Barner (Chronicle Books, 1996)
- Hand-washing sink, hand soap, paper towels
- *Wash Your Hands* (30-sec.) video by the Centers for Disease Control and Prevention, available at <http://www.cdc.gov/CDCTV/WashYourHands/index.html>. Download to watch with students.
- Crayons, stencils (or stamps) of geometric shapes, scissors, glue, construction paper, star stickers, plain white paper, tape
- Non-toxic washable finger paint and/or vegetable oil, ground cinnamon, measuring spoons
- Apron (or smock) for each student
- Sorting hoops (or mat), manipulatives (such as buttons)

* Order or download at <http://teamnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

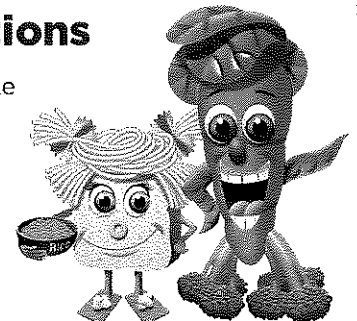
Learning Objectives

Students will be able to...

- Name the five *MyPlate* food groups and be able to identify food choices within each group.
- Describe the importance of eating foods from all five food groups.
- Demonstrate proper hand-washing techniques and identify the importance of washing hands before and after preparing food and eating.

Essential Questions

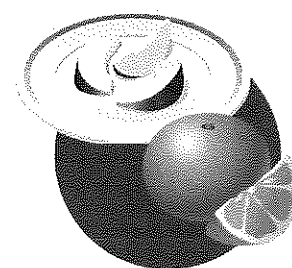
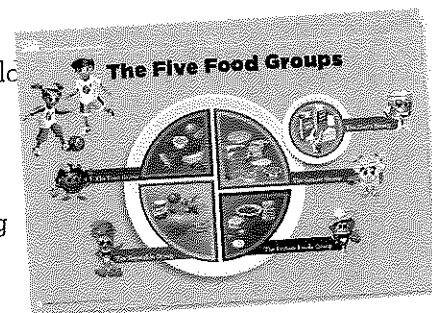
- What are the names of the five food groups?
- Which foods belong in each group?



Introduction

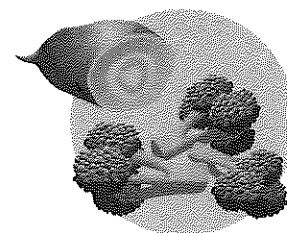
Warm Up Whole Group (20 minutes)

1. Display the poster *The Five Food Groups* where students can see it. Gather children on the carpet in a circle. Place two hoops or a sorting mat in the center of the circle, then empty a large container of buttons or another manipulative in front of you. Demonstrate how the objects can be sorted into the hoops by attribute (such as color, size, or shape). Give children a few minutes to sort the remaining objects. Have students put the sorting objects back into the bin, then return to their seats on the floor.
2. Explain that, just like sorting objects (e.g., buttons) by color, shape, or size, we also sort foods into food groups. Foods in the same food group are similar in some way.
3. Use the poster as a visual reference while you introduce the five food groups: Fruit Group, Vegetable Group, Grains Group, Protein Foods Group, and Dairy Group.
4. Spread out the **Food Cards** in the center of the circle. Ask students to name a food that they ate this week and choose it from the cards. Tape their cards on the board or to a flip chart.
5. Select two foods students chose from the Fruit Group — for example, an apple and an orange — and ask: *You named an apple and an orange. What food group do apples and oranges belong to?* Explain that fruits come from plants and can be many colors. They often taste sweet and are eaten as a snack or even for dessert. Fruits help our bodies stay healthy and grow. Ask students to name other fruits students mentioned. Review any that students missed. See **The Five Food Groups** handout (on pp. B1-3 of the **Discover MyPlate: Curriculum Training for Teachers**) for a list of foods found in each food group. (Available at: <http://www.fns.usda.gov/tn/resource-library>)



Try this for fun! Ask students to smile and point to their teeth and gums. Some fruits help our bodies heal cuts and scratches and help keep our teeth and gums healthy.

6. Continue to ask students what food groups their **Food Cards** belong to:
 - Ask: *What food group do broccoli and sweet potatoes belong to?* (Vegetable) As with fruits, there are many different colors of vegetables, such as green, orange, and red. Some vegetables, like carrots and broccoli, can be fun to crunch when they are raw. Ask: *Who likes to eat baby carrots, jicama, or cherry tomatoes with low-fat ranch dip for snack?*



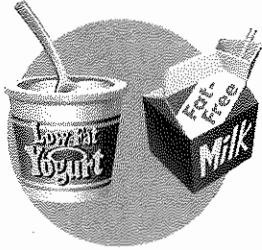
Try this for fun! Ask students to put on their “night-vision goggles” (put hands in the shape of glasses) and identify what other foods from the Vegetable Group they recognize either on the **Food Cards** or the poster. Just like fruits, some vegetables provide our bodies with what we need (vitamins) to heal cuts and scratches. Some vegetables also have a vitamin that helps us have healthy eyes and skin and to see better in the dark!





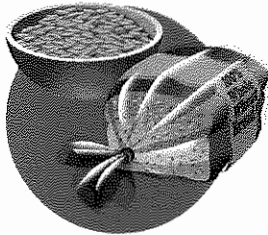
- Ask: *What food group do chicken and peanut butter belong to?* (Protein Foods) Foods in the Protein Foods Group all have protein (that's why they are called Protein Foods). Protein Foods can come from animals (like beef comes from cows, and ham comes from pigs). Some Protein Foods also come from plants, like beans, sunflower seeds, and nuts. Share some of the other foods students named from this group. Protein Foods help us build strong muscles. Muscles help our bodies move.

Try this for fun! Have students move parts of their bodies; for example, taking a deep breath, blinking their eyes, smiling, snapping their fingers, tapping their toes, marching in place, or flexing their biceps. Explain that all movements, small and large, require muscles.



- Ask: *What food group do milk and yogurt belong to?* (Dairy) Most dairy foods are made from milk – like cheese and yogurt. Usually milk comes from cows, but milk can come from sheep and goats, too. Some soymilks are also in the Dairy Group. Foods in the Dairy Group help us have strong bones and teeth. Inside our body is a skeleton, which is made up of all the bones in the body. It helps us stand up and protects our brain, lungs, heart, and other parts of our insides.

Try this for fun! Sing the “*Dry Bones*”^{*} song, starting with the toes and moving up the body to the head. For example, “The toe bone’s connected to the foot bone; the foot bone’s connected to the leg bone; the leg bone’s connected to the knee bone...”; and so on. Have students point to the corresponding bones as you sing.
^{*}*Dem Bones* by Bob Barner (Chronicle Books, 1996)



- Ask: *What food group do bread and rice belong to?* (Grains) Grains come from plants like rice, wheat, and oats. Wheat and some other grains are made into flour and used to make breads, crackers, and noodles. Foods in the Grains Group give the body many things it needs to be healthy. They provide our bodies with the energy we need to move and play!

Try this for fun! Have students check their pulse by placing their first and second fingers on the inside of their wrists and pressing gently. Explain that their pulse is a measure of how fast their heart is beating. Next, have them do 10 jumping jacks, then measure their pulse again. What do they notice? Is it faster? Explain that their heart is beating faster because their body uses more energy to do the jumping jacks than it does to sit still. The body needs more energy to move muscles. The more active you are, the more energy your body needs from food.

- Ask students: *We've talked about ways different foods help us stay healthy. What are some ways we mentioned?* (Helping our body have strong bones and teeth, building strong muscles, having energy to move and play, healing cuts and scratches.) Next, ask: *Would you want to eat just one food all day? Why not?* Explain that different foods provide our bodies with different things we need to stay healthy. We need to eat foods from all of the food groups to get what we need to feel our best. Ask: *Could you build a strong house with just pieces of wood? What else would you need?* Explain that you would need lots of things to build a house, such as nails, a hammer, paint, wood, cement, bricks, and more.

7. Use the **Food Group Friends Profile Cards** to introduce students to **Farrah Fruit**, **Reggie Veggie**, **Jane Grain**, **Dean Protein**, and **Mary Dairy**.

8. Show each **Food Group Friend** and talk about how they are made up of foods from a particular food group. Talk about how the **Food Group Friends** can help us remember which foods belong to which food group:

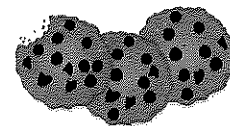
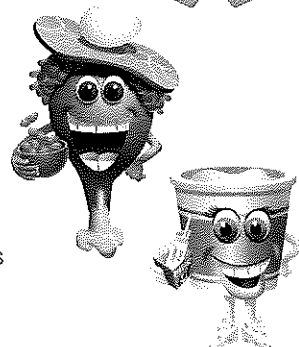
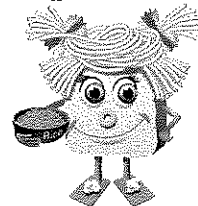
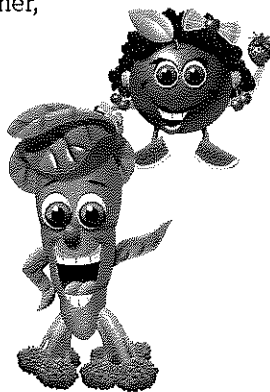
- **Farrah Fruit** — apple, blackberries, bananas, watermelon, strawberry, kiwi, grapes, orange, cherries
- **Reggie Veggie** — carrot, broccoli, snap peas, spinach, bean
- **Jane Grain** — whole-wheat bread, whole-grain spaghetti and bow-tie pasta, whole-grain cereal, brown rice, popcorn, graham crackers
- **Dean Protein** — chicken, ham, egg, beans, peanuts
- **Mary Dairy** — yogurt, milk, cheese

Display all of the **Food Group Friends Profile Cards** on the board or flip chart. Give each student a **Food Card**. Invite students to come up one at a time and “give” their card to the **Food Group Friend** that is made up of the same types of foods as their food card. Then, review and discuss with the class which food group each **Food Card** belongs to. For example, beans could be given to **Dean Protein**. Look at **Dean Protein's** hair. It is made of beans. Beans are in the Protein Foods Group. Beans could also be given to **Reggie Veggie**. Look at **Reggie Veggie's** nose. It is a type of bean. Beans belong to both the Protein Foods Group and Vegetable Group!

9. At the end of the discussion, ask students the essential questions: *What are the names of the five food groups? Which foods belong in each group?*

Reach for the Sky Song Whole Group (10 minutes)

Review the lyrics to the song **Reach for the Sky** (p. 79) with students. Have students focus on remembering the chorus. Go over new vocabulary and movements incorporated into the song. Have students stand where they have room to move, then play the song. Encourage them to sing and dance. It's okay if they don't get the movements right, as long as they are moving! The second time around, give each student a **Food Card**. Stop the song after each verse. Have five students share what food group their card belongs to in the following manner: “An apple is a fruit. Broccoli is a vegetable.” Give all a chance to participate.



“Sometimes” Foods

Some foods do not belong to any of the five food groups, such as: candy, jelly, cream cheese, soda, butter, sugar, honey, and fruit punch. They have extra sugar or fat, but don't have what we need to be healthy. Some foods such as cookies and ice cream belong to a food group (Grains Group and Dairy Group, respectively), but are less healthy choices because they are high in solid fats and/or added sugars.

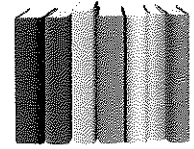


Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

Book Club Whole Group (time will vary)

Children's books can be used to talk about the importance of eating a variety of foods from the five food groups — which, for many students, means trying new foods. Such discussions can also be a useful way to encourage children to taste foods in the **Food Club** activity. These are suggested books, but you may find others in your library that can generate a similar discussion.



Introduce students to all six of the **Emergent Readers: Fruits, Vegetables, Grains, Dairy, Protein Foods, and A MyPlate Meal**. Distribute the mini-book versions to students and have them write their names on the inside cover of each reader.

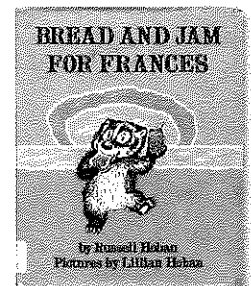
Begin by reading **Fruits** out loud to students using the teacher version. Have them follow along in their mini books. Talk about the foods on each page. Read the activity and discussion prompts on the last page (in teacher version only). Ask students to circle the sight words and invite them to color the foods in their reader copies.

Over the course of this lesson, as you explore the five food groups, repeat the exercise with the remaining food group readers: **Vegetables, Grains, Dairy, and Protein Foods**. The sixth book, **A MyPlate Meal**, will be read in Lesson 2. The **Emergent Readers** will be used in the forthcoming lessons and during **Center Time** to build literacy skills.



Bread and Jam for Frances by Russell Hoban — Frances only likes bread and jam until her mother serves it to her for every meal! Ask:

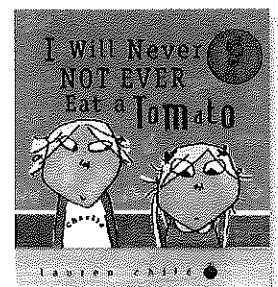
- What did Frances want to eat all the time? Bread is part of what food group? (Grains)
- What food group is jam a part of? (Jam is mostly made of sugar. It is not part of a food group.)
- What food groups are you missing if you eat only bread and jam? (Vegetable, Fruit, Protein Foods, Dairy)
- What happened when Frances' mom gave her bread and jam at every meal?
- How would you feel if you ate the same thing at every meal?
- Do you think Frances was eating healthier at the beginning or end of the story? Why? (At the end of the story, Frances is eating foods from all of the food groups.)



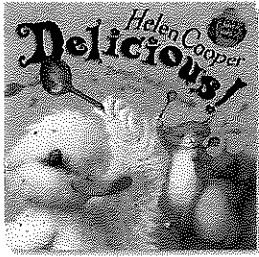
Cover art © 1993 by Lillian Hoban

I Will Never Not Ever Eat a Tomato by Lauren Child — A girl won't eat a new food unless her brother describes it in new ways. Ask:

- What is this story about?
- Describe a time when you thought you didn't like a food, but then changed your mind.
- What are some of the fun names the brother gives foods so that his sister will try them? What's a fun name we could use for a vegetable on the school lunch menu so more kids will eat it?
- Who came up with the name *Moonsquirters* for tomatoes at the end of the story?
- What food group do *Moonsquirters* (i.e., tomatoes) belong to? (Vegetable), *Cloud Fluff* (i.e., mashed potatoes)? (Vegetable), *Ocean Nibbles* (i.e., fish sticks)? (Protein Foods)



Cover art © 2003 by Lauren Child



Cover art © 2007 by Helen Cooper

Delicious! A Pumpkin Soup Story by Helen Cooper — Duck wants to eat only pumpkin soup, but the pumpkins are not ripe. Cat and Squirrel must find a delicious soup to please this picky eater. Ask:

- *What happens when Cat, Squirrel, and Duck cannot find a ripe pumpkin to make pumpkin soup?*
- *Why wouldn't Duck try some of the other soups?*
- *How did Duck feel when he hadn't eaten for a while?*
- *What happens at the end of the story?*
- *What food group does pumpkin belong to? (Vegetable). Fish? (Protein Foods). Mushrooms? (Vegetable). Beets? (Vegetable)*

Food Club Whole Group

(Two 60-minute sessions: 1. Hand-Washing Experiments, 2. Look and Cook Recipe)

Food Club Hand-Washing Experiments

- Explain that germs are tiny living things that are everywhere — on hands, doorknobs, backpacks, etc. We cannot see them, but they can make us sick. When we wash our hands, we get rid of the germs so they do not get into our bodies.
- Remind students when it is important to wash hands:
 - Before and after handling food or eating
 - After using the bathroom
 - After coughing, sneezing, or blowing their nose
 - After playing with pets or visiting a petting zoo
 - After playing outside
 - Whenever they are dirty
- Review proper hand-washing routines with students. They should wash their hands with warm, running water and soap for 20 seconds. Singing the ABCs while washing is a good way to ensure they are washing long enough. Remind students to scrub the palms, tops of their hands, under their fingernails, and between their fingers. They should rinse hands well under running water. Students should dry their hands with a clean towel or a paper towel.

- Show **Wash Your Hands**, Centers for Disease Control and Prevention's 30-second video: <http://www.cdc.gov/CDCTV/WashYourHands/index.html>.
- There are several fun experiments your class can do to “test” hand-washing methods and show how easily germs spread. Choose the option that works best for your class:

Option 1: Oil and Cinnamon Method

Divide students into groups of four. Have students rub one tablespoon of vegetable oil on their hands (like they would apply lotion). Sprinkle ½ Tbsp ground cinnamon on each child's hands — this represents the germs we pick up on our hands during the day. Have group members wash their hands in four ways:

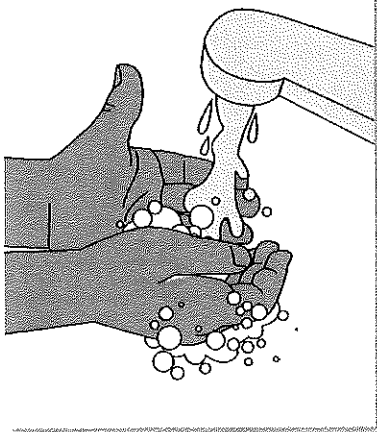
- **Student 1:** Cold water only
- **Student 2:** Cold water and soap for 10 seconds
- **Student 3:** Warm water and soap for 10 seconds
- **Student 4:** Warm water and soap for 20 seconds while singing the ABCs

★ TEACHER TIP ★

Check out the Healthy Meals Resource System's collection of online Hand-Washing Bulletin Board Resources at:

<http://healthymeals.nal.usda.gov/handwashingbulletin>.

Post reminders for students about proper hand-washing techniques at your classroom sink and in school bathrooms.



★TEACHER TIP★

For homework:

Ask students to demonstrate to their parents or caregivers how to wash their hands while singing the ABCs.

After everyone has washed in one of the four ways, have students look at each others' hands, then ask: *What does it take to get all the germs off?* (Remind students that cinnamon is not really a germ; we just used it for practice.) We cannot see germs. So we need to follow the hand-washing steps to make sure we get rid of germs.

Follow-up Activity: Have students color or shade in paper hand cutouts showing "dirty spots" that remained after each washing treatment.

Option 2: Paint Method

Ask students to line up in two to three lines of at least six students. Put a teaspoon of non-toxic, washable finger paint in the palm of a student's hand at the beginning of the line. Spread it evenly over both hands, including the backs. Have the first student shake hands with the next student in line. Go down the line and have each student shake hands with the child behind him or her, symbolizing how germs on hands can spread. Have students look at the last person in line to see what is on his or her hands. (Remind students that the paint is not really a germ; we just used it for practice.) Allow hands to dry completely (for a minute or two). Have students go to the sink in pairs and wash their hands using the proper hand-washing steps. After one student washes, have a partner look for any remaining paint that was missed. We cannot see germs like we can see paint. So we need to follow the hand-washing steps to make sure we get rid of germs.

Follow-up Activity: Have students draw a picture reminding everyone to wash all parts of their hands correctly. For example, if a student still had paint between his/her fingers after washing, have him/her create a sign reminding students to wash between their fingers.

- To review the importance of washing hands, read the books ***Germs Are Not for Sharing*** by Elizabeth Verdick and ***Wash Your Hands!*** by Margaret McNamara.

Discover *MyPlate* Food Club Rules

Explain to students that they are now going to be part of a food club, where they will get to prepare and taste foods (including some new foods) from all of the food groups.

Just like school, the **Discover *MyPlate* Food Club** has some rules. Ask students to share what rules they think the Food Club should have. Display these (with pictures) in the classroom. Some rules to consider are:

- Wash your hands before you touch food.
- Give others a chance to taste before you share your opinion.
- Use your senses — how does the food look, smell, feel, taste, sound?
- Help clean up when you are done.

Friendship Pocket Look and Cook Activity

(See pp. 68-69 for recipe ingredients, supplies, and step-by-step instructions.)

1. In this food preparation activity, students will choose foods from each of the five food groups to create a delicious sandwich pocket. Offering children a choice between two ingredients inspires them to try the snack by "making it their own." This activity also reinforces the theme of friendship; all five of the **Food Group Friends** will be reflected on their plate, plus students get to sit and share a snack with their friends. Everything tastes better when friends come together!



Important Food Allergy Reminder

Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.



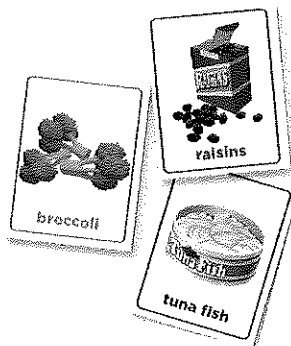
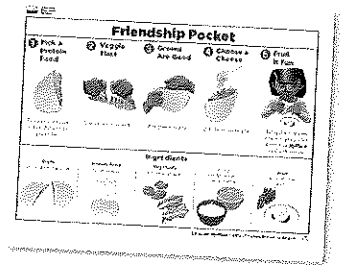


Food Safety

Participants must follow these steps:

- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as "prewashed" and "ready-to-eat" — these items can be eaten without further rinsing.

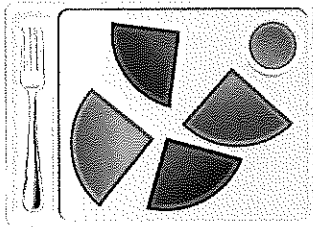
1. Review the recipe and directions for making the **Friendship Pocket** on pp. 68-69. The recipe serves 20, so adjust the recipe amounts to suit the size of your class. As you can see, there are two choices for most food groups.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages. Alternatively, you may want to set up multiple tables where groups of 4-6 students can all assemble their pockets at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed on the sidebar on left. Have everyone participating in the food preparation wash his/her hands using the steps discussed on p. 21 and the sidebar on this page.
5. Provide copies of the **Look and Cook Recipe** for each student. Review the steps of how they will make their **Friendship Pocket**. Tell students that they will create a tasty snack that includes a food from each food group. They can decide what interesting combinations their sandwich will have — but they should try to include something from each food group. Then they will get to eat what they created. Discuss the tasty options from each food group.
6. Display the **Look and Cook Recipe** (p. 67) where students can clearly see it as they make their **Friendship Pockets**.
7. Show students the food choices in each bowl. Talk about which foods belong to which food groups. Use the **Food Group Friends Profile Cards** to help with the discussion. Remind them to use the serving utensils, not fingers, to select foods. Encourage students to follow the instructions on the recipe. Assist students as needed.
8. Don't forget to make your own! It's important for students to see adults model healthy eating and a willingness to try new foods. After the tasting activity, ask students to talk about other times they might want to eat a **Friendship Pocket**. Invite students to share other vegetables they could put in their **Friendship Pocket**. What other Protein Foods, Grains, or Dairy? What other fruits could they eat with this snack? Encourage students to make a **Friendship Pocket** with their mom or dad. Put a copy of the **Look and Cook Recipe** in their weekly folder to take home.



Food Cards Whole Group (10 minutes)

Our Group Rocks!

1. Label a designated space in the room for each food group. Have students pick a **Food Card** at random, and then gather in the appropriate spot with other students who have picked cards from the same food group.
2. Review what cards students in each group have. If everyone in the group has chosen the right food group, invite the class to do a wiggly dance, take a bow, or do a victory jump, for five seconds.



Cafeteria Connections Whole Group (each activity 20 minutes)

Meet School Nutrition Professionals

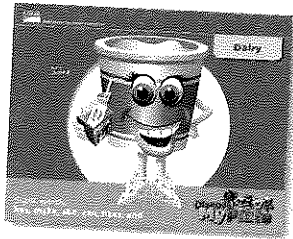
Contact your school's Nutrition Services Director and invite him or her to visit your class as a guest speaker. Prepare interview questions with your students based on what they wonder about the cafeteria and what they want to learn about meals at school. Combine the visit with an "orientation" field trip to the cafeteria. Meet and get to know your school's Cafeteria Manager and school nutrition services staff. Ask them to show your class where they prepare the food, and guide students through the cafeteria process and lunch line.

The School Cafeteria and *MyPlate*

Have school nutrition services show or explain to students the different ways some foods on *The Five Food Groups* poster may be served at lunch. For example, apples may be served as apple slices, applesauce, or apple juice. Grains may be served as rice, noodles, or a bun. Displays of real food or pictures can be used to help children visualize the different forms of foods. Ask students about the foods they will be eating or have eaten for lunch. What food groups do they belong to? Have students role-play going through the lunch line and choosing a meal that includes all five food groups.

Center Time

Choose any of the following activities for students to do during Center Time.



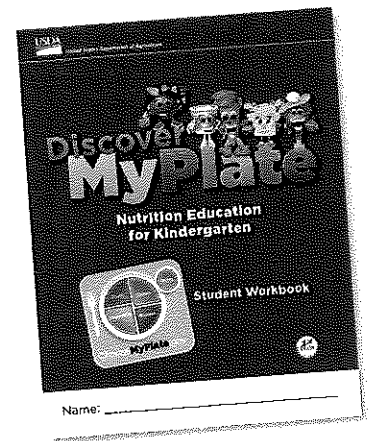
Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during **Center Time** or while students wait to participate in the **Food Club Look and Cook** activity. See the answer key for all workbook activities on pp. 80-81.

- **Food Group Sorting** [WB, pp. 5-10] In these three pages, students identify and sort foods into their proper food groups. Each page has distracters that do not belong in the food group highlighted.
- **Wash Your Hands!** [WB, p. 11] Students put hand-washing steps in correct sequence in this activity, while isolating pictures that begin with the /s/ sound.
- **Foods I Like** [WB, p. 12] Reinforcing the high-frequency sight words "I," "like," and "eat," this activity calls for students to read rebus sentences and then complete one of their own.



Dramatic Play Small Group (15 minutes)

Grocery Store Grouping

Encourage students to play “grocery store” using pretend food or the **Food Cards**. They should go hopping for at least one choice from each food group to make a meal. In order to “check out” after they’ve selected their items, they must tell the “clerk” which food group each item belongs to. Grocery store “employees” can use baskets and shelves in the classrooms to sort, stock, and set up food displays.



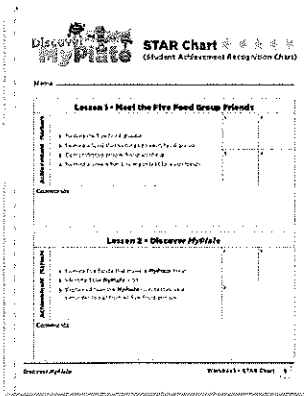
★TEACHER TIPS★

- Make sure any play foods in your dramatic play area reflect healthful food choices from each of the five food groups.
- Older elementary students also learning about nutrition would make great clerks.

Reflection & Assessment Whole Group (10 minutes)

To conclude this lesson and assess understanding, ask the class as a group to share what they learned. Reward students with a star or sticker for their efforts and ability to meet achievement markers (see sidebar).

Students may add their stars or stickers to the **STAR (Student Achievement Recognition) Chart** found on the first three pages of their **Student Workbooks**. Explain that they will have the opportunity to earn stars for their participation and cooperation in each lesson.

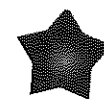


STAR Charts may be kept in the **Student Workbook**, or you may cut out the pages and have students create a cover using construction paper. At the conclusion of the unit, **STAR Charts** may be sent home and shared with parents as part of a progress report.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Welcome to School Lunch! Parent Handout** and **Friendship Pocket Look and Cook Recipe**.

LESSON 1 ACHIEVEMENT MARKERS

- Named the five food groups
- Named a food that belongs to each food group
- Demonstrated proper hand washing
- Named a time when it is important to wash hands



Award a star or sticker for each achievement!

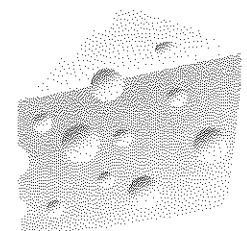
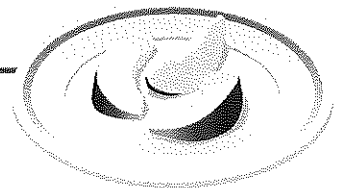
Extra Helpings Small Group (each activity 20 minutes)

"A" Is for Apple

Play an alphabet game where the class tries to name at least one food for each letter of the alphabet.

Triangle Cheese!

Supply students with stencils in geometric shapes (e.g., square, circle, triangle) or stamps of shapes. Students should use and combine shapes to create drawings of various foods from the five food groups. Examples could include: a square sandwich, rectangular carrot sticks, triangle cheese wedge or watermelon slice, oval eggs, circle cucumber slices, and a rhombus or hexagon cracker.



Lesson 2

Discover *MyPlate*!

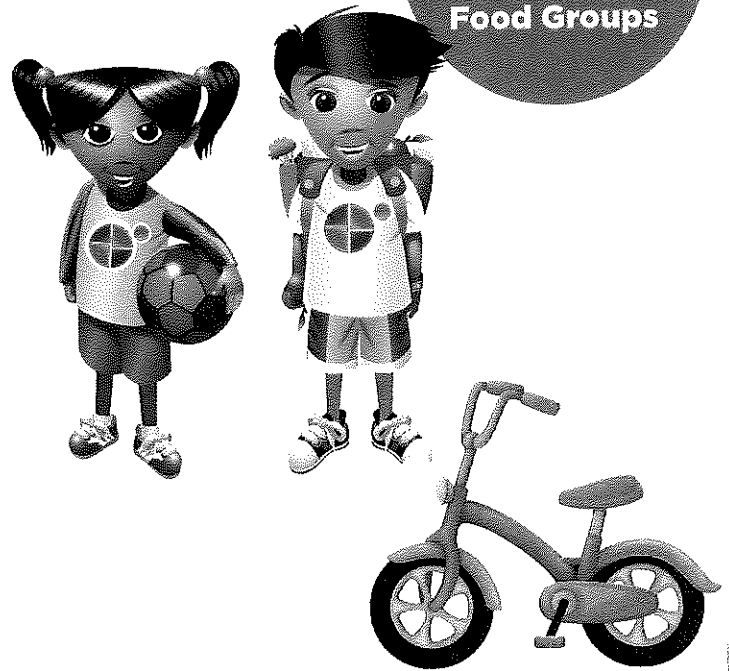
TOPIC:
Healthy Meals
Include Foods
From All Five
Food Groups

Now that students have met the **Food Group Friends** in Lesson 1, they will be introduced to the **MyPlate** icon and discover how it reminds us to eat from all five food groups. They will learn how to build **MyPlate** meals and explore the importance of being active.

Supplies and Preparation

Discover *MyPlate* Components*

- **The Five Food Groups** poster
- **Reach for the Sky** song
- **Food Cards**
- **Emergent Readers** (teacher and student versions):
A MyPlate Meal
- **Food Group Friends Profile Cards** (Make copies to provide one profile card per student.)
- **Student Workbook** (WB; Lesson 2, Activities 1-3):
 - [WB, p. 1] **STAR Chart**
 - [WB, p. 13] **MyPlate Placemat**
 - [WB, p. 15] **Kate's Lunch Plate**
 - [WB, p. 16] **What Do We Need?**
- **Parent Handout: Meet MyPlate**



Additional Supplies

- Suggested books** for **Book Club**:
 - **The Beastly Feast** by Bruce Goldstone (Henry Holt & Company, 1998)
 - **Zachary's Dinnertime** by Lara Levinson (Star Bright Books, 2012)
- Grocery store circulars
- Crayons, scissors, glue, construction paper, paper plates, pipe cleaners, tissue paper, cardboard pieces/centers of paper towel rolls, glue, large poster boards (if available), star stickers

* Order or download at <http://teammnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

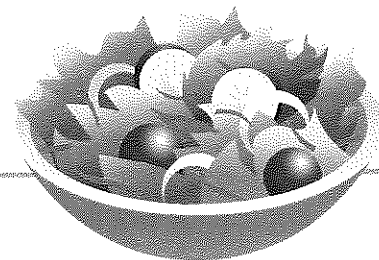
Learning Objectives

Students will be able to...

- Name the five **MyPlate** food groups and be able to identify food choices within each group.
- Describe the importance of eating foods from all five food groups for good health.
- Identify the **MyPlate** icon and explain that it serves as a reminder to eat foods from all five food groups.

Essential Questions

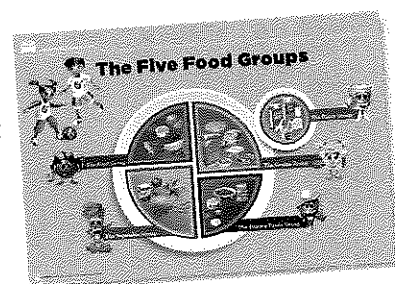
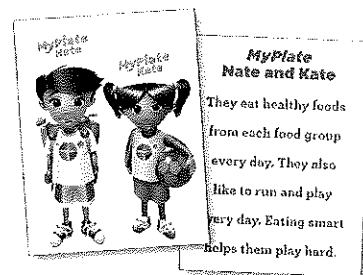
- What is a healthy snack? What is a healthy meal?
- What is your favorite **MyPlate** meal?
- What does **MyPlate** remind us to do?
- Why do we need foods from all five food groups?



Introduction

Warm Up Whole Group (20 minutes)

1. Display the **Food Group Friends Profile Cards** and remind students of the **Five Food Group Friends** and how they each represent the variety of foods we should eat from each of the five food groups. Introduce **MyPlate Nate** and **Kate** by showing their profile card, and say, "Meet **MyPlate Nate** and **Kate**. They eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard."
2. Tell students that, when we eat food from all of the food groups, we help our bodies get what they need to play, grow, and be healthy. Explain that foods give us "fuel" to run around and play, just like a toy that uses batteries to run. Without batteries, the toy does not work. Without food, our bodies would not have the energy we need to read a book, dance around, or walk to the school bus. Eating the right amounts of foods from each food group helps us be our best at play, sports, and school.
3. Display the poster **The Five Food Groups** at the front of the room. Tell students that this is the **MyPlate** icon. It reminds us to eat foods from each food group. Point out the food groups and their placement on the **MyPlate** icon. Explain that fruits and vegetables should fill half of our plates at meals. This helps us make sure we are eating enough fruits and vegetables.
4. Explain that when we eat a meal that has foods from all five food groups, it is called a "**MyPlate** meal." Practice creating **MyPlate** meals with students. Divide students into five groups that correspond to each of the food groups. Ask one group to name a food from the food group that they like to eat for dinner. Next, ask the other groups to share what foods they can bring to the meal to make it a **MyPlate** dinner. For example, if students in the Protein Foods Group said they like to eat chicken, other food group teams could add brown rice, carrots, milk, and a pear to the meal. Draw and label each "meal" on the board.



Reach for the Sky Song Whole Group (5 minutes)

Give each student a copy of a **Food Group Friend Profile Card**. (Make an equal number of copies of each profile.) Explain that the class will need to get into groups of five, featuring one of each **Food Group Friend**. When they have formed a complete group, have them call out "**MyPlate!**" Give the class two minutes to form their groups. (For any groups with fewer than five students, stand in for the missing **Food Group Friends** with **Profile Cards**.) Have each student name a food belonging to his or her food group. Play the song **Reach for the Sky**, and have students raise their **Profile Cards** each time their food group's name is sung.



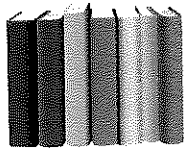
★TEACHER TIP★

You can use this this lesson in conjunction with the **Thanksgiving** or the **Swing Into Spring Celebration!** See the **Classroom Celebrations** on pp. 61-65 for ideas.



Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.



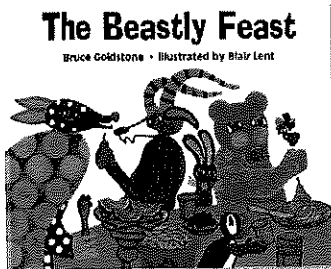
Book Club Whole Group (time will vary)

Read books that focus on mealtime with your class. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion. Tip: Invite book buddies (students from older grades) to come and help their kindergarten buddies read.



Read the **A MyPlate Meal Emergent Reader** (teacher's version) out loud to students. As you read, show the class the illustrations. Invite student volunteers to read the sight words and identify the foods on each page. Read the activity and discussion prompts in the Teacher's Edition (p. 71).

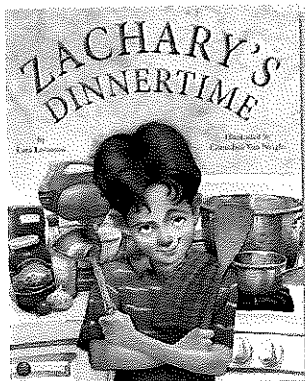
Give students their mini books and invite them to circle the sight words in their books. Invite children to color the pictures and practice reading on their own or with a reading buddy. Ask students to draw a picture of a picnic they might have with their friend, including a food from each food group. Next, have them write a sentence about their picture. Use this and the remaining **Emergent Readers** with students to practice literacy skills during **Center Time**.



Cover art © 1998 by Blair Lent

The Beastly Feast by Bruce Goldstone — In this tale, animals gather for a feast and bring foods that rhyme with their names.

- *What did the antelope bring? What food group is cantaloupe in?* (Fruits)
- *What did the mice bring? What food group is rice in?* (Grains)
- *What did the parrots bring? What food group is a carrot in?* (Vegetables)
- *What did the mosquitoes bring? What types of foods are in a burrito? What food groups do tortillas, beans, and cheese belong to?* (Grains, Protein Foods or Vegetables, and Dairy, respectively)
- *How did the beasts feel after eating?* (Full)



Cover art © 2012 by Cornelius Van Wright

Zachary's Dinnertime by Lara Levinson — In this story, Zachary discovers an eagerness for his dinnertime chores after visiting his friends' houses as a guest and learning about their traditions.

- *How did Zachary feel about helping out with dinner at the beginning of the book? The end of the book?*
- *What types of foods did Zachary eat at his friends' houses? Were they the same as, or different from, what he ate at home? What are some of the different foods you saw?*
- *How do you feel about eating together with your friends or family?*
- *What did Zachary and his friends have for dinner at his house at the end of the story? What food groups do chicken, salad, and potatoes belong to?* (Protein Foods and Vegetables)
- *What foods or drink could you add to make Zachary's dinner a **MyPlate** meal?* (Low-fat milk)
- *What does mealtime look like at your house? Draw a picture and write about it.*



Cafeteria Connection

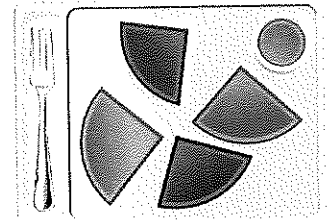
Whole Group (30 minutes, before lunchtime)

Showcase the Food Groups!

Divide students into five teams to make signs showcasing the cafeteria's food group selections for the day or week. Have students practice reading, writing, and spelling the food items listed on the menu. Add the new vocabulary to a chart to continue practicing throughout the week.

Make available any art supplies you may have, including those that can help make the food sign displays three-dimensional. For example: pipe cleaners — can be formed into shapes such as circles for “apples” or triangles for “cheese”; tissue paper — can be crumpled and glued to make a yummy “salad” or “whole-grain pasta”; cardboard pieces or the centers of paper towel rolls — can be glued and then painted over to look like a loaf of whole-grain bread or a banana.

If possible, request that school nutrition services display pictures of the **Food Group Friends** and the name of the food group next to each offering's label on the lunch line. Kindergarteners that make a meal with all of the food groups can receive a sticker from the cafeteria staff or a teacher.



Center Time

Choose any of the following activities for students to do during Center Time.

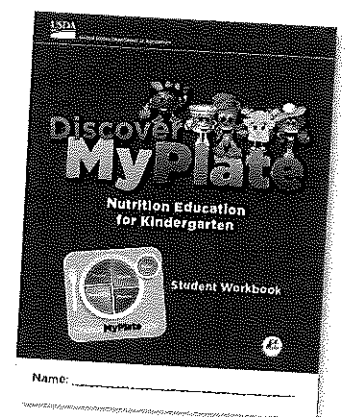
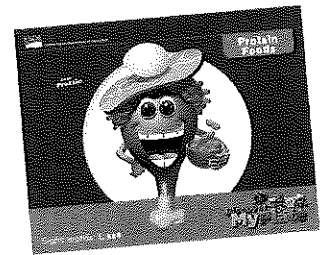
Literacy Center Small Group (time will vary)

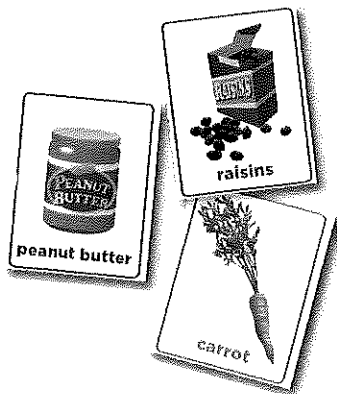
Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during Center Time.

- **MyPlate Placemat** [WB, p. 9] Students can decorate this **MyPlate** placemat with their favorite healthy foods from each food group. After students decorate it, mount it onto a larger piece of construction paper. Consider laminating the placemats and using them during snack time or lunch or sending them home.
- **Kate's Lunch Plate** [WB, p. 11] In this activity, students will help Kate make her lunch by picking a food from each food group in the cafeteria line.
- **What Do We Need?** [WB, p. 12] Students will color in the parts of the plate for the foods they see, and then identify the missing food group.





Food Cards Small Group: 3-4 students (15 minutes)

Keep Cooking!

Make the **Food Cards** available for students to play a spin on the classic “Go Fish” card game. Students each start with three cards. They may ask other players for missing **Food Cards** in their quest to create a **MyPlate** meal. The goal is to “cook” complete “meals” by collecting cards from each of the five food groups. For example, they may ask, “Do you have a Grain?” If another player does, that student gives one Grain card to the player who made the request. But if they have none, they say, “Keep Cooking!” and the student who asked pulls a card from the main deck. Students take turns until someone has made his or her first meal with a card from each of the five food groups. If students need help remembering the food groups, they can refer to the **The Five Food Groups** poster.

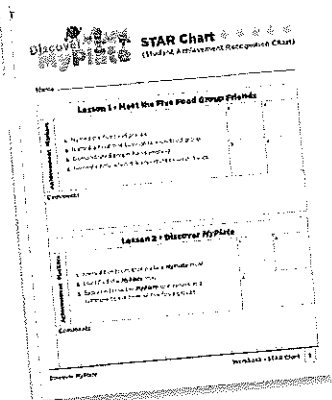


Dramatic Play Small Group (15 minutes)

Is It Dinnertime Yet?

Let students take on the role of hosting a big dinner party for all of their friends. Have each of them bring or prepare a food from a different food group. Provide **Food Cards**, pretend food, and empty food packages for students to play with.

Reflection & Assessment Whole Group (5 minutes)



To conclude this lesson and assess understanding, discuss as a class:

- What is a **MyPlate** meal?
- Why it is important to eat foods from all five food groups?

Reward students with a star or sticker for their efforts and ability to meet the remaining achievement markers (see box below). Students may add their stars or stickers to the **STAR Chart** (WB, p. 1).

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Meet MyPlate** parent handout.

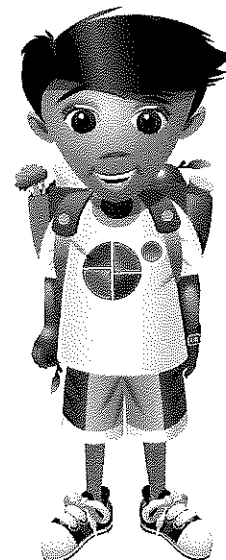


LESSON 1 ACHIEVEMENT MARKERS

- Named five foods that make a **MyPlate** meal
- Identified the **MyPlate** icon
- Explained how the **MyPlate** icon serves as a reminder to eat from all five food groups



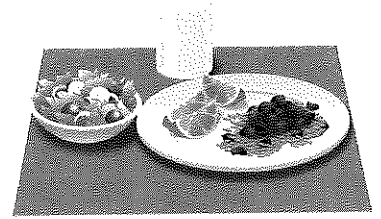
Award a star or sticker for each achievement!



Extra Helpings

What's for Dinner? Small Group (20 minutes)

Have students work in groups to create two- or three-dimensional food models from various groups using tissue paper, construction paper, paint, cardboard, etc. As a class, have them collaborate to make **MyPlate** meals using a food from each group and gluing it to a paper plate. The collective "plates" can be displayed on a "What's for Dinner?" bulletin board. These may also be used in the Cafeteria Connection!



Snack Time! Small Group (10 minutes)

Snacks should come from the five food groups too! While showing students the **MyPlate Nate and Kate Profile Card**, explain that Nate and Kate are physically active and eat snacks after school to give them energy. Their snacks include foods from the five food groups that do not have too much added sugar, fat, or salt that their bodies don't need. For example, Kate likes to eat fruit and low-fat yogurt. Nate snacks on carrots, low-fat cheese, and whole-grain crackers. They only have cookies, cakes, and candies sometimes. This helps them feel their best and be healthy. Ask students to think of some healthy snacks they can eat after school. Have them match the food to the food group. Use **The Five Food Groups** poster or **Food Cards** for assistance.



Lesson 3

Eat Your Colors!

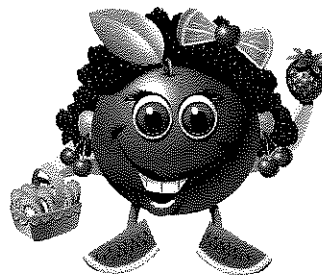
TOPIC:
Fruits and
Vegetables

Students will join **Farrah Fruit** and **Reggie Veggie** on additional explorations into the colorful world of fruits and vegetables. During these learning adventures, students will experience new fruits and vegetables through all of their senses, not the least of which is taste. They will discover where a variety of fruits and vegetables come from and that they make great snacks!

Supplies and Preparation

Discover *MyPlate* Components*

- *The Five Food Groups* poster
- *Reach for the Sky* song
- **Food Cards**
- **Crunchy Rainbow Wrap Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 71-72.)
- **Emergent Readers** (teacher and student versions): *Fruits* and *Vegetables*
- **Food Group Friends Profile Cards:** *Farrah Fruit* and *Reggie Veggie*
- **Student Workbook** (WB; Lesson 3 Activities 1-3):
 - [WB, p. 2] **STAR Chart**
 - [WB, p. 17] *Bananas for Fruit!*
 - [WB, p. 18] *Vote for Veggies!*
 - [WB, p. 19] *Snack Count*
- **Parent Handout: *Snack Time!***



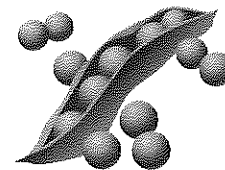
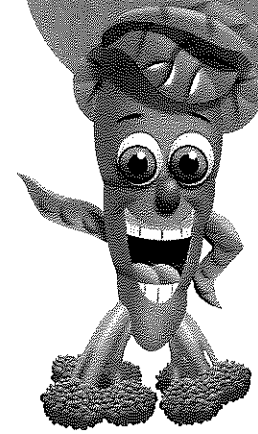
Additional Supplies

- Suggested books** for **Book Club**:
 - *Count on Pablo* by Barbara deRubertis; illustrated by Rebecca Thornburgh (Kane Press, 1999)
 - *Yum! iMmmm! ¡Qué Rico! America's Sproutings* by Pat Mora (Lee & Low Books, 2007)
 - *The Ugly Vegetables* by Grace Lin (Charlesbridge Publishing, 2009)
- Crayons, construction paper, scissors, glue, star stickers

- Fruits and vegetables for **Super Senses** activity (p. 35): a banana or pineapple slices (for smelling) in a paper bag, an orange or kiwi in a “mystery bag” or box (whole fruit for feeling the outside), baby carrots or carrot stick (for hearing crunch, teacher to bite), blueberries in a clear container and a red bell pepper (for seeing color), and extra samples (for tasting). Additional supplies (for each student): drinking water and cups, plates, forks, and paper towels.

* Order or download at <http://teammnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.



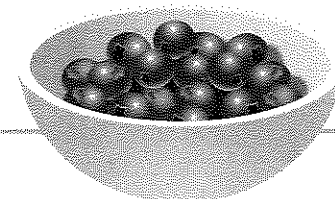
Learning Objectives

Students will be able to...

- Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables).
- Identify food choices within the Fruit Group and Vegetable Group.

Essential Questions

- What colors are fruits and vegetables?
- Why is it important to eat different kinds of fruits and vegetables?



Introduction

Warm Up Whole Group (20 minutes)

1. Begin the lesson by asking students to name different fruits. List their responses. Repeat, having students name vegetables.
2. Point out to students that the fruits and vegetables they mentioned are lots of different colors. They could make a rainbow with all of the beautifully colored fruits and vegetables they mentioned!
3. Name a variety of colors and ask students to name fruits and vegetables of that color. Display **The Five Food Groups** poster near the front of the room as a visual aid for this discussion.
4. Ask students why they think it is good to eat fruits and vegetables of different colors. (*They can make your plate/meal or snack look pretty. By eating different-colored fruits and vegetables you can help your body get what it needs to be healthy.*)
5. Divide your class into two groups and assign one group as fruits and the other as vegetables. Ask each student to draw a food from his or her food group. Have each student share his or her drawing with the class. Ask these questions:
 - Have you tasted the food in your drawing before?
 - What does it taste like?
 - Where did you eat it?
 - What color is your food?

After sharing, have students group themselves according to the color of their fruit or vegetable (i.e., red, orange, yellow, green, blue, purple, or white). Have students make a graph to show how many of them drew a fruit or vegetable of each color.

Reach for the Sky Song Whole Group (5 minutes)

Play the song **Reach for the Sky**. Stop it occasionally and ask students to:

- Make yourself round like a pumpkin.
- Stand together like a bunch of grapes.
- Reach up high to pick an apple.
- Reach down low to pull a carrot.
- Stand straight like celery.
- Rinse your lettuce. Now spin your lettuce dry.



★TEACHER TIP★

Fruits and Vegetables by Color

Blue/Purple

Blackberries
Blueberries
Eggplant
Plums
Purple Belgian endive
Purple cabbage
Purple figs
Purple grapes
Purple potatoes



Green

Asparagus
Avocados
Bok choy
Broccoli
Brussels sprouts
Cabbage
Collard greens
Cucumbers
Edamame
Green apples
Green beans
Green leaf lettuce
Green lentils
Green peas
Green peppers
Green split peas
Honeydew melons
Kale
Kiwi
Okra
Snow peas
Spinach
Sugar snap peas
Swiss chard
Zucchini



Orange

Apricots
Butternut squash
Cantaloupe melons
Carrots
Nectarines



Orange (continued)

Oranges
Papayas
Peaches
Pumpkin
Sweet potatoes
Tangerines

Red

Cherries
Cranberries
Radishes
Raspberries
Red apples
Red beans
Red beets
Red bell peppers
Red grapes
Red lentils
Red potatoes
Red tomatoes
Rhubarb
Strawberries
Watermelon



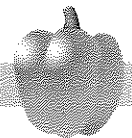
White

Baking potatoes
Cauliflower
Jicama
Mushrooms
Navy beans
Turnips



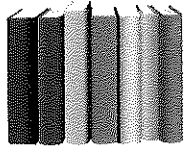
Yellow

Chickpeas (Garbanzo beans)
Corn
Crookneck squash
Mangoes
Pineapples
Yellow peppers
Yellow summer squash
Yellow tomatoes
Wax beans



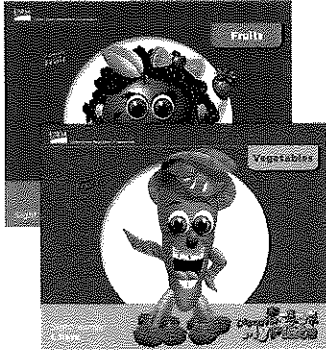
Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

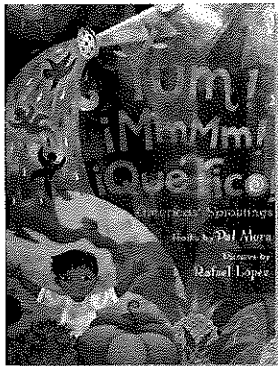


Book Club Whole Group (time will vary)

Read books about fruits and vegetables with your class to further the learning. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion.



Reread the **Emergent Readers *Fruits*** and ***Vegetables*** using the teacher version and have students follow along using their mini books. Invite students to practice reading sentences out loud. After reading a sentence in the ***Fruits*** reader, ask students to make a sentence describing another food item (or object) that is the same color. After reading a sentence in the ***Vegetables*** reader, have students make an "I have" sentence. The readers will be used again with the writing exercise in **Cafeteria Connections** and during **Center Time**.

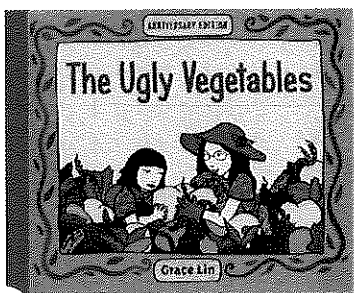


Cover art © 2007 by Rafael Lopez

Yum! iMmMm! iQué Rico! Americas' Sproutings by Pat Mora — Haiku poems celebrate the diversity of foods, colors, languages, cultures, and the Americas. Focus on the following pages, and discuss each food after reading the poem and looking at the picture. You could do a few foods each day. Consider providing samples for students to see and taste (with the exception of the chili pepper).

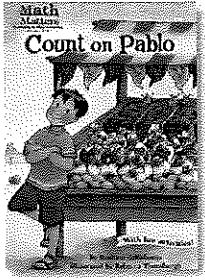
- **Blueberry:** *During what season are blueberries most available? Can you think of any other blue fruits or vegetables?*
- **Chili Pepper:** *What does a chili taste like? What kinds of foods have chilies in them? Did the man in the poem enjoy the spicy taste?*
- **Cranberry:** *Who has tried a cranberry? What have you eaten cranberries with? What happens in the poem when cranberries are heated in the pot?*
- **Papaya:** *Who has tasted a papaya? How do the people in the book feel about eating a papaya? What food group does a papaya belong to? Where does it grow?*
- **Pineapple:** *How do you think pineapple got its name? What does the inside of a pineapple look like? How does it taste?*
- **Pumpkin:** *What color are the pumpkins in the picture? During what season do we pick pumpkins? How have you eaten pumpkin?*
- **Tomato:** *What happens in the poem when the boy bites the tomato? What color are the tomatoes in this picture? What kinds of foods are made with tomatoes?*

The Ugly Vegetables by Grace Lin — In a neighborhood where everyone grows pretty flowers, a young girl learns how delicious it can be to grow vegetables instead.



Cover art © 1999 by Grace Lin

- *How did the girl feel about the vegetable garden?*
- *What did the mother do with the vegetables after she picked them?*
- *What colors were in the soup?*
- *Why did the neighbors want to trade some flowers for the soup?*
- *How did the girl feel about the vegetable soup?*
- *Are there any vegetables that you have tried that looked strange at first, but tasted delicious?*



Salsa by Numbers

Make the book **Count on Pablo** by Barbara deRubertis available for students to look at in the math center. In the book, Pablo eagerly helps his grandmother prepare to sell vegetables at the farmers market. At first, no one comes to buy, but when Pablo suggests they let customers sample the vegetables in a delicious salsa, sales soar. As part of this story, students can practice skip-counting by twos, fives, and tens.

Optional: After students are familiar with the book, prepare to make and eat salsa to celebrate! Bring in chopped vegetables and fruit (pineapple, peach, or mango go great with salsa) and have students help mix them together in a bowl. Serve with baked whole-corn tortilla chips and fresh vegetables.

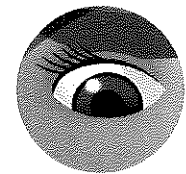
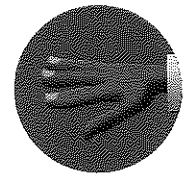
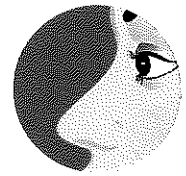
Super Senses Whole Group (15 minutes)

Explore fruits and vegetables through the senses! Bring in (or ask parent volunteers to provide) fruits and vegetables listed on p. 32 under *Additional Supplies*. Provide each student with drinking water, a cup, plate, fork, and paper towel.

Gather students in a circle on the rug. Do not let them see the food items you have brought.

- **Smell:** Ask students to close their eyes and not call out as you walk in front of them and allow them to smell the **banana** or **pineapple** slices (or another fragrant fruit) in a paper bag. See how many students are able to guess the correct fruit, once everyone has had the opportunity to smell it.
- **Touch:** Pass around an **orange** or a **kiwi** and ask students to describe how the outside feels. Place the food in a “mystery bag” with a drawstring top to allow children to reach in and feel the fruit without seeing it. (A box with a small opening would work, as well.)
- **Hearing:** Have students close their eyes again and listen closely as you take a bite of a **carrot**. Can they guess which food made that sound? Ask students to open their eyes and see the carrot. If you have additional samples, allow each child the chance to bite his or her own **carrot**.
- **Sight:** Pass around some **blueberries** in a clear container and a **red bell pepper**. Ask students to describe the colors and what the foods look like. If you have time, have students describe the colors of the **banana** (or **pineapple**), **kiwi**, and **carrot**, as well.
- **Taste (see food allergy and food safety sidebars on p. 36):** Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 36. Have everyone participating in the tasting wash his/her hands according to the directions in the sidebar (p. 36). Distribute paper plates, forks, and the food to sample. Invite students to taste the food and describe it using all of their senses.

Ask students to share which fruits or vegetables they like to eat at snack time. Explain that any fruit or vegetable makes a great healthy snack and helps them do what they need to do each day – like play, listen, dance, run, blink, and think!



Food Safety

Participants must follow these steps:

- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as prewashed and ready-to-eat — these items can be eaten without further rinsing.

Important Food Allergy Reminder

Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or the school Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.

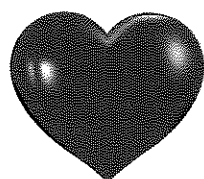
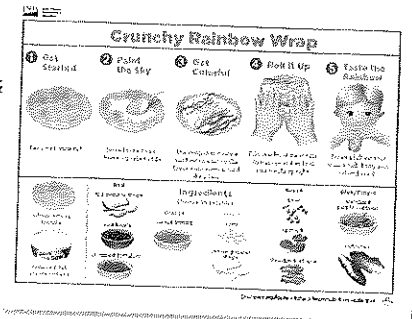
Food Club Whole Group (25 minutes)

Crunchy Rainbow Wrap Look and Cook Activity

(See pp. 71-72 for recipe ingredients, supplies, and step-by-step instructions.)

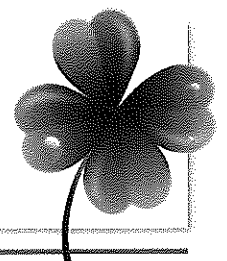
In this food preparation activity, students get to make a colorful and delicious wrap creation with vegetables! By choosing from each color of the rainbow, students will expand their vegetable vocabulary while getting to try new and different vegetables together. Not only is it fun to make, but a great way for children to eat their colors too!

1. Review the recipe and directions for making the **Crunchy Rainbow Wrap** on pp. 71-72. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of volunteers or adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages. Alternatively, you may want to set up multiple tables where groups of 4-6 students can all assemble their wraps at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar. Have everyone participating in the food preparation wash his/her hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (on p. 70 and a handout in teacher's kit) so students can clearly see it as they prepare their wraps, and provide a print copy for each student to take home. Review the steps and demonstrate how they will be making their **Crunchy Rainbow Wrap**. Show students the food choices, and remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your food — they'll be more willing to try new foods when it is modeled for them. Encourage students to share adjectives describing the color, taste, and texture of their wraps (e.g., crunchy, juicy, delicious, tasty, fresh, sweet).
7. Put the **Look and Cook Recipe** in students' weekly folders to take home. Remind students to tell their families about the wrap and to try the recipe together.
8. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.



★TEACHER TIP★

You may want to tie this lesson in with a **Halloween, Valentine's Day, or St. Patrick's Day Celebration**, focusing on **orange, red, and green** colors, respectively. See the **Classroom Celebrations** on pp. 61-65 for ideas.



Cafeteria Connection Whole Group (30 minutes)

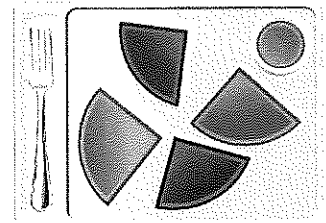
Eat & Wear Your Colors!

To underscore how we all eat fruits, vegetables, and other foods in an array of colors and shapes, have a fruit- and veggie-filled fashion event in the cafeteria for one week.

First, create a list or word web of fruits, then a separate one for vegetables. Use the list on p. 33, the **Food Cards**, or the **Fruit** and **Vegetable Emergent Readers** to start. With each word added, ask students to identify the letter it begins with and the color of the fruit or vegetable. Write and spell out each word on colored paper or using colored markers.

Next, divide the class into small teams. Have each team select a fruit or vegetable from a hat (with words from the list). The color of the fruit or vegetable they select is their “fashion color” for the following day. Encourage students to wear clothing items that correspond to that color — or create fruit and veggie badges, hats, masks, or costumes from paper bags or poster board.

Challenge students to add to the list throughout the week. Ask: *Have you tried a new fruit or vegetable? What vegetable did you eat in your **Crunchy Rainbow Wrap**? What colors have you eaten this week?*



Center Time

Choose any of the following activities for students to do during Center Time.

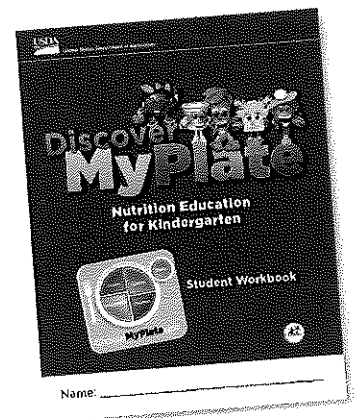
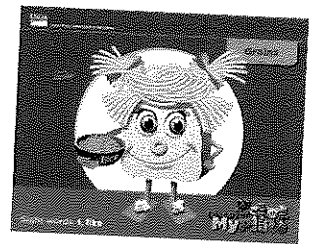
Literacy Center Small Group (time will vary)

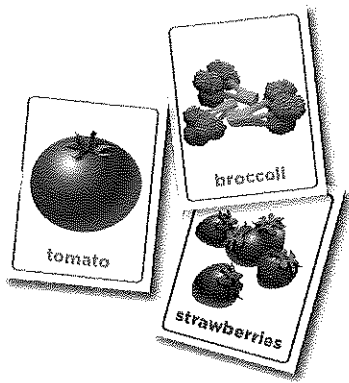
Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during **Center Time** or during the **Food Club Look and Cook** activity.

- **Bananas for Fruit!** [WB, p. 17] Students isolate the beginning letter of different fruit names in this activity. After students complete the page, see which fruits are class favorites and which they most want to try.
 - **Vote for Veggies!** [WB, p. 18] Students write the first letter of each vegetable, then identify which vegetables start with the same letter. Similar to the fruit activity, take a tally after to find out which vegetables are favorites and which they most want to try.
- TIP!** Look at the school lunch menu for the week. If some of the same vegetables are being offered, discuss them with your class prior to lunchtime and encourage them to eat or try them. After lunch, talk about the vegetables students enjoyed.
- **Snack Count** [WB, p. 19] Students count and compare healthy snack food items in this math activity.





Food Cards Small Group: 3-4 students (15 minutes)

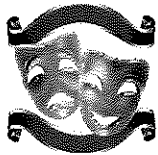
Guess Which?

Allow students to play a spin on the classic “Guess Who” game using only the fruit and vegetable foods from the **Food Cards**. Put each food group in its own pile, facedown. Pairs of students will play where one player chooses a card from either card pile without the other player seeing what it is. The student who selects the card must then describe the food to his/her partner by explaining what color the food is, what it looks like, how it tastes, and other attributes. At the end of the game, or when all cards have been drawn, students can get up and dance the “Veggie Boogie” or do the “Fruit Hop” together with the class.

Dramatic Play Small Group (each activity 15 minutes)

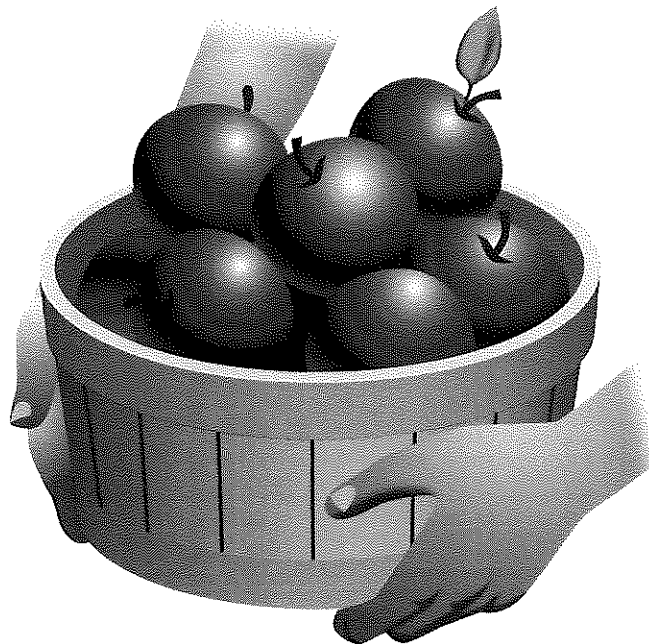
Making a *MyPlate* Meal at School

During dramatic playtime, encourage students to play “school lunchroom,” taking on various staff roles in the cafeteria. Students playing the roles of cafeteria employees should encourage “students” to try new foods, such as a new fruit or vegetable offering. Students should practice making *MyPlate* meals at school, identifying different fruit and vegetable dishes, suggesting healthy fruit and vegetable snacks, and describing how tasty they can be. Provide chef coats and hats, uniform shirts, lunch trays, serving utensils, a play cash register, and other related objects for kids to use in their dramatic play.



Ready, Set, Plant!

Ask students to make a pretend garden, orchard, or farm. They should work together to decide what types of fruits and vegetables to grow (such as apples, cabbage, or corn). Have them draw pictures of their farms and decide who will do the various jobs on the farm, like planting the crops, watering, and harvesting. They can make signs and invite others to come pick fresh produce at their farms and act out what that would be like.

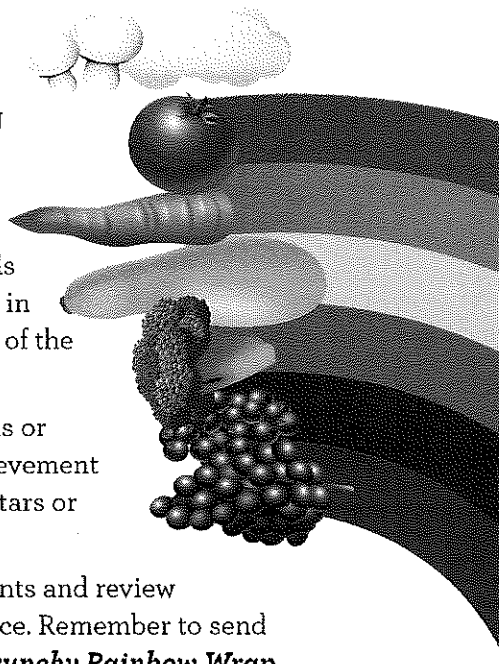


Reflection & Assessment Whole Group (15 minutes)

At the end of the lesson, make a bulletin board display featuring a rainbow. Have students pin their food drawings from the introductory discussion onto the corresponding color band. If some colors have fewer foods, ask students to draw additional examples to fill in the rainbow. Finally, challenge the class to try each fruit or vegetable of the rainbow with meals or as healthy snacks throughout the day! Check in with students and revisit the rainbow every day of the week to remind them.

Reward each student with a star or sticker for his or her efforts and ability to meet this lesson's achievement markers (see sidebar). Students may add their stars or stickers to the **STAR Chart** [WB, p. 2].

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Snack Time! Parent Handout** and **Crunchy Rainbow Wrap Look and Cook Recipe**.



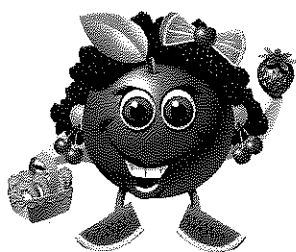
LESSON 3 ACHIEVEMENT MARKERS

- Named a reason why we should eat fruits and vegetables of different colors
- Named two different-colored fruits
- Named two different-colored vegetables
- Tasted a new fruit or vegetable



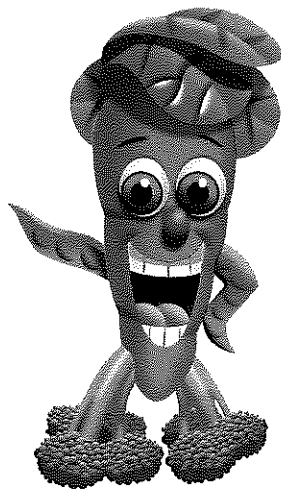
Award a star or sticker for each achievement!

Extra Helpings



Food Friends! Whole Group (20 minutes)

Invite a "Food Friend" (such as the principal or librarian) to visit the class for a "Fruit and Vegetable 20 Questions." (The number of questions can be adjusted, depending on the number of students in your class.) Before the speaker arrives, work with each student to help him or her form a question for the guest. Suggestions may be given, such as, "Do you like potatoes mashed or baked? Do you like carrots raw or cooked? What is your favorite kind of apple? What is your favorite fruit or vegetable snack?"



Sorting Out "Sometimes" Foods Small Group (20 minutes)

Provide the class with pictures of fruits and vegetables, or **Food Cards**, as well as pictures of candy and boxes of sweetened cereals (that use rainbow artwork or have colored foods highlighted on the packaging). Ask students to sort out the foods that belong to the Fruit Group and Vegetable Group.

Lead the class in a discussion: Colorful fruits and vegetables are great to eat at meals and snacks. You should eat them every day. Some candies and sweet cereals come in rainbow colors too. They are not part of the Fruit Group or Vegetable Group. You cannot pick these foods from your garden to eat. They are made in a factory. They have color and often lots of sugar added to them. Eating too much sugar is not good for our health. Sweet and sticky foods can also cause cavities. Candies and sugary cereals are "sometimes" foods. That means you should only eat them every once in a while, not every day. Which of these foods are fruits? Which are vegetables? Which are "sometimes" foods?

Lesson 4

Planting the Seeds for Healthier Eating

TOPIC:
Fruits and
Vegetables
Grow From
Seeds



Now that students have a deeper understanding and appreciation of the colorful world of fruits and vegetables, it is time to learn where these foods come from. Students will discover that all fruits and vegetables start as seeds and grow into plants. They will also feel a sense of pride and accomplishment when they get a chance to grow something themselves.

Supplies and Preparation

Discover *MyPlate* Components*

- *The Five Food Groups* poster
- **Food Cards**
- **Student Workbook** (WB; Lesson 4, Activities 1-3):
 - [WB, p. 2] **STAR Chart**
 - [WB, p. 20] **Time to Grow!**
 - [WB, p. 21] **1, 2, 3, 4 — Grow, Fruit and Veggies, Grow!**
 - [WB, p. 22] **Time for Strawberries**

Additional Supplies

- Suggested books** for **Book Club**:
 - *In the Garden with Dr. Carver* by Susan Grigsby (Albert Whitman & Company, 2010)
 - *Water, Weed, and Wait* by Edith Hope Fine and Angela Demos Halpin (Tricycle Press, 2010)
 - *Apple Countdown* by Joan Halub (Albert Whitman & Company, 2009)
 - *Tops and Bottoms* by Janet Stevens (Harcourt Children's Books, 1995)
- Planting demonstration materials:
 - Dry pinto beans (1 per student)
 - 1 container (large enough to soak all beans in 1 cup of water)
 - Water (approximately 1 cup)
 - 1 spray bottle (to hold water)

- 3-4 sheets of paper towels
- 3-4 paper plates
- Plastic wrap
- Small clear plastic cups with drainage holes punched in the bottom (1 cup per student)
- Potting soil (approximately 4 quarts)
- Plastic spoons
- Baking sheets/trays
- Letter-sized plain white paper (3 sheets per student)
- Crayons, white paper, construction paper, scissors, glue, math manipulatives (or pennies, pretend money, or buttons for dramatic play), bulletin board paper, paint, star stickers, stapler

* Order or download at <http://teamnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

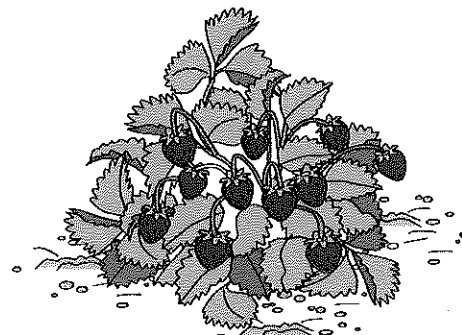
Learning Objectives

Students will be able to...

- Describe how edible fruits and vegetables grow from a seed to a plant.
- Name three things a plant needs to grow.

Essential Questions

- Where does food come from? How do fruits and vegetables grow?
- What does a plant need to grow?



Introduction

Warm Up Whole Group (20 minutes)

1. Begin by asking students what kinds of fruits and vegetables they ate for dinner yesterday. Invite students to point to any that are on **The Five Food Groups** poster, or draw some of their choices on the board. Ask: *Where did those foods come from? Did your mom or dad buy them at the grocery store?* As they share, draw a store or parents on the board.
2. Next, ask: *Where did the grocery store get them?* Allow students to think about experiences and observations, then share their ideas. For example, they may suggest farms, gardens, or trees.
3. Ask: *Have you ever seen fruits and vegetables growing (like when apple picking or in a garden at home)?* Explain to students that fruits and vegetables come from plants. Plants are living things. If possible, ask students to join you at the window and look outside. Ask students to name or point out different plants — trees, shrubs, flowers, etc. — that they see. Tell students that fruits and vegetables grow from seeds into plants, just like flowers do.
4. Explain that the fruits and vegetables that we eat are grown on plants in gardens and orchards, on farms, and in greenhouses. Ask students whether they have ever been to a farm or know of a garden in their community. People like gardeners and farmers work hard every day to grow plants, keep them healthy, and pick the fruits and vegetables we eat.
5. Ask students: *What do plants need to grow?* Explain that plants need certain things to grow: food (in soil), water, light, space, warmth, and air. Tell students that they will grow their own seeds in this lesson and learn how fruits and vegetables grow.

★ TEACHER TIP ★

If you have a school garden, or access to a playground outside, continue this discussion outside while looking at plants.

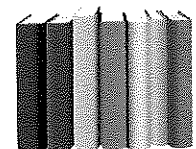
Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

Book Club Whole Group (time will vary)

Read books with your class to further the learning about how fruits and vegetables grow. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion.

Review and make a list of the foods mentioned in all six **Emergent Readers** using the teacher version. Ask students to identify what foods from the list can be grown in a garden. Provide photographs of some of these foods growing in a garden or farm. Have students guess which food item is growing in the photograph. The readers may be used again with the writing exercise in **Cafeteria Connections** and during **Center Time**.



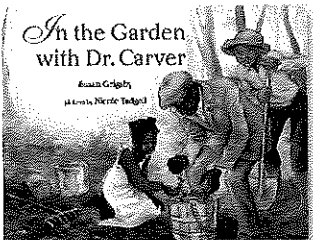
Book Club (continued)



Cover art © 1995 by Janet Stevens

Tops & Bottoms by Janet Stevens — In this trickster tale, Hare tricks Bear when planting crops for them to share. When Bear chooses the top crops, Hare only plants root vegetables, and vice versa. Ask:

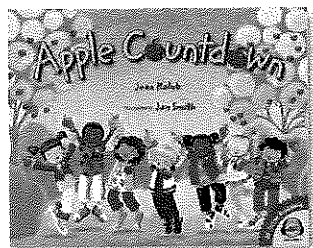
- *Who agrees to do the hard work and plant the crops?*
- *What does Bear like to do?*
- *What types of vegetables are “tops” and grow above ground?*
- *What types of vegetables are “bottoms” and grow below ground?*



Cover image © Nicole Tadjell, published by Albert Whitman & Company

In the Garden with Dr. Carver by Susan Grigsby — Dr. George Washington Carver visits a town in rural Alabama in the early 1900s to help the grown-ups with their farms and the children with their school garden. He also prepares a delicious lunch made with garden plants, like sweet potato, peanuts, and dandelion greens. Ask:

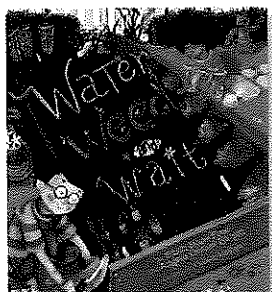
- *Who comes to visit the school?*
- *How did Sally know what the rosebush needed? What did she see that helped her figure it out?*
- *What do plants need to grow and be healthy?*
- *What kinds of foods do the students eat at the picnic?*
- *What food group do peanuts belong to? Can you think of another food that is made out of peanuts?*



Cover image © Jan Smith, published by Albert Whitman & Company

Apple Countdown by Joan Halub — This whimsical story of a class field trip to an apple farm counts down from 20 — and counts everything from miles to the farm, to cows and ducks, to rows of apple trees. Ask:

- *Where did the students go on their field trip? What did they do there?*
- *How do apples grow?*
- *What food group do apples belong to?*
- *What animals do the students see?*



Cover art © 2010 by Colleen Madden

Water, Weed, and Wait by Edith Hope Fine and Angela Demos Halpin — Classmates at Pepper Lane Elementary prepare a school garden full of fruits and vegetables with the help of their teacher Miss Marigold and even the school’s grumpy neighbor. Ask:

- *Who helped clean up the playground for the garden?*
- *What did the students do to help their garden grow?*
- *How did the class celebrate after their plants grew?*
- *What type of food did they serve at the garden party?*



Planting Demonstration

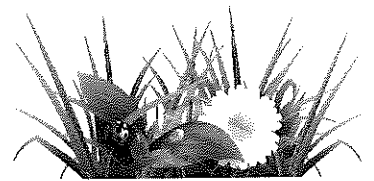
Whole Group (25 minutes, plus 5-10 minutes in subsequent days as plants grow)

Use the supplies listed on p. 40 for the following hands-on activity. It will activate your students' imaginations and cement their understanding of how plants — and fruits and vegetables — grow! This activity is intended for the observation of plant growth and not for the consumption of sprouts.

Instructions:

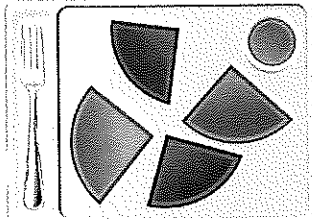
- Cut white paper in half and distribute one half to each student. Give each student a bean to draw a picture of, and have them write “day 1” on top of their drawing.
 - Collect the beans, put them in a container, and add water to cover. Allow to soak overnight.
 - Dampen the paper towels and place each on a paper plate. Place 5 to 8 beans on each plate, keeping them to one side of the plate and separated slightly (beans should not be touching). Fold the empty half of the paper towel over the beans to cover them. Then cover the plates with plastic wrap.
 - Store the beans in a dark location for about three days, after which the beans will start to sprout. Check the beans. Using another half sheet of paper, have students draw another picture from observation and write “day 3” on top.
 - Using spoons, have students place potting soil into their plastic cup, a little more than half full.
 - Let students place one bean sprout in a cup, near the edge, so they will see it through the side of the cup once it is covered with soil. Then, have students add another half inch of potting soil.
- Have students water the cups using a spray bottle until the soil is moist. Place them on trays by a window.
- Every two days, or when students notice a visible change, have them draw another picture (on a new half sheet of paper) of the plant and indicate the day. Continue until the plant grows to at least an inch above the soil. Each drawing can be stapled behind the previous drawing, ultimately forming a flip book of how plants grow.
 - Have students describe what they notice during the process and at the end of the activity. What is growing? (*A plant/sprout*) Where is it growing from? (*The bean*) What do they think will grow from the bean seed? (*More beans*)

As a class, complete the **Student Workbook** activities **Time to Grow!** [WB, p. 20] and **Time for Strawberries** [WB, p. 22] to process and emphasize the growing cycle of a plant and what students will observe during their bean-growing activity. For **Time to Grow!** have students read each step about how a bean plant grows from seed to harvest. Have them describe what they see, if possible, using one of the bean sprouts or plants you are growing as a visual reference. Holding the plant, ask students: *What step is this plant in? What steps did it go through to get to this point? What happens next? What do we need to do to help it grow?*



★ TEACHER TIP ★

You may want to tie this demonstration to **Earth Day Celebration** ideas. See the Classroom Celebrations on pp. 61-65 for ideas.



Cafeteria Connections Whole Group (each activity 30 minutes)

Farm to School

If your school has a farm-to-school program, invite a local farmer to talk with the class about what food he or she grows, when it is planted and harvested, and what foods (if any) the farmer produces for the school. Or, invite a chef from a local restaurant to talk to students about where he or she gets food, and what fruits and vegetables are used in the menu. Ask students: *Have you seen or eaten any of these foods in the cafeteria?*

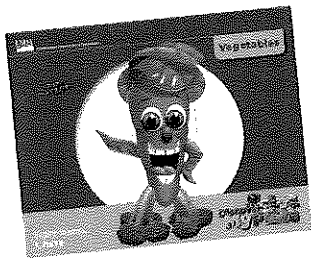
Like to Eat Fruits and Vegetables

As a class, review the school lunch menu. Highlight foods students have learned about during **Book Club** (such as, George Washington Carver's peanut butter, farm-fresh apples, lettuce that grows as "tops," and carrots that grow as "bottoms"). Have students practice reading, then writing, sentences in the following format using new food vocabulary and sight words:

- I like to eat _____ (fruits or vegetables).
- I like to eat _____ (color) _____ (fruits or vegetables).
- I like to eat _____ (color) _____ (fruits or vegetables) because _____.

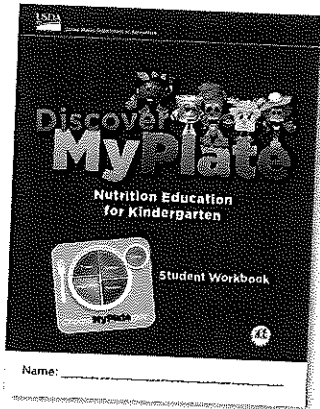
Center Time

Choose any of the following activities for students to do during Center Time.



Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



Student Workbook Small Group (time will vary)

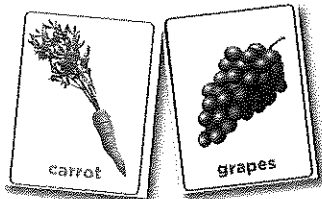
Have students complete workbook pages individually or in small groups. This can be done during **Center Time**.

- **Time to Grow!** [WB, p. 20] In this activity, children read about and color the steps for a bean plant to grow. Read the steps as a class. Introduce or review words like "grow," "eat," and "seed."
- **1, 2, 3, 4 – Grow, Fruit and Veggies, Grow!** [WB, p. 21] Students practice counting skills in this activity, while also learning how some fruits and vegetables grow.
- **Time for Strawberries** [WB, p. 22] In this sequencing activity, students will discover how strawberries grow and learn to spell and write out the sight word "like" in a sentence.

Food Cards Small Group: 3-4 students (15 minutes)

Produce Pick!

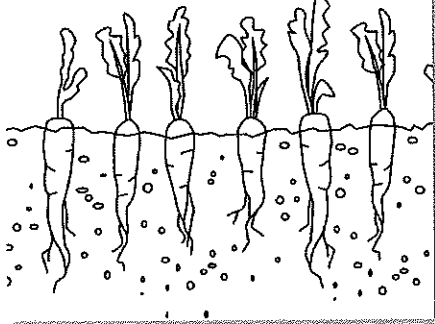
Draw pictures on the board of a tree and the soil line, showing below the soil line (dirt) and above (sky). Sort the **Food Cards** so that students can select either a fruit or a vegetable card. Once "picked," discuss how that food grows – on trees, under the ground, or above ground. (see examples p. 45) When the class decides how that fruit or vegetable grows, have students come up and point to the area of the picture that matches how it grows. Talk about experiences students may have had picking fruits and vegetables.



How Do Fruits and Veggies Grow?

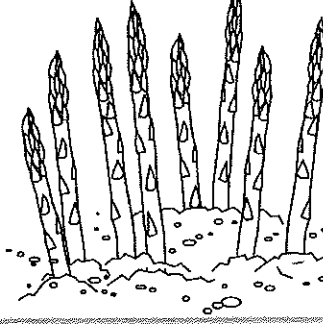
Did you know that fruits and vegetables grow in different ways and come from different parts of plants?

Below Ground



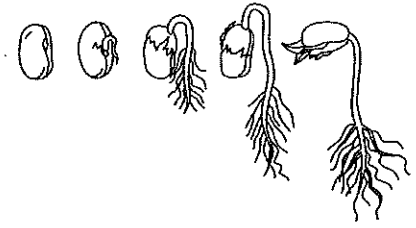
Some grow underground, such as **carrots**, onions, beets, and potatoes.

Above Ground



Some grow above ground, such as celery, rhubarb, **asparagus**, zucchini, tomatoes, avocados, oranges, watermelon, strawberries, apples, bananas, broccoli, pears, peppers, artichoke, leaf lettuce, spinach, grapes, kale, and kiwi.

As Seeds



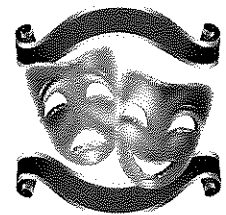
Some are the seeds of a plant, such as corn, green peas, **beans**, and sunflower seeds.

Tip! See **Student Workbook** handouts *Time to Grow!* and *Time for Strawberries* [WB, pp. 20, 22] for illustrations showing the steps of how a vegetable and a fruit grow from a seed.

Dramatic Play Small Group (15 minutes)

Farm Fresh!

During dramatic playtime, allow students to run a pretend farmers market. Tell them that a farmers market is where growers go to sell their fruits and vegetables. Students can make signs selling their fresh fruit and vegetables (pretend foods, hand-drawn ones, or **Food Cards**), and sort them by color. They should write a price by each sign. Students can take turns running the market as farmers and “selling” their fruits and vegetables, suggesting foods for meals or snacks. Other students can “shop” for goods as customers using money (pennies, pretend money, buttons, or other math manipulatives in the classroom).



Reflection & Assessment Whole Group (20 minutes)

LESSON 4 ACHIEVEMENT MARKERS

- Planted a bean sprout
- Identified the sequence in the plant life cycle as a bean grows from a seed to plant
- Named three things a plant needs to grow



Award a star or sticker for each achievement!

At the conclusion of the lesson, discuss as a class where fruits and vegetables come from and what plants need to grow. Have students draw one new fruit and one new vegetable that they learned about in this lesson. Help them write each fruit and vegetable name on their drawings. Display their labeled fruits and vegetables on a bulletin board. You can create a “My Food Grows” display with fruits and vegetables growing in a garden or on a tree, or create a “My Salad Grows” display with student drawings in large “salad” bowls. Add more fruits and vegetables to the board each day or week as you share what the class has tried, and reflect and build upon student vocabulary.

Reward each student with a star or sticker for his or her efforts and ability to meet this lesson’s achievement markers (see sidebar). Students may add their stars or stickers to the **STAR Chart** [WB, p. 2].

If you have time, check in with individual students and review information with those who need more assistance.

Extra Helpings

Growing Together

Small Group (40 minutes)

Students can paint a group mural of a garden growing different fruits and vegetables. Each student can sign his/her name somewhere on the painting, and it can be displayed as part of a “Growing Together” display near the plants that they are growing.

Whole Group (time will vary)

Take a field trip to a local farm to see fruits and vegetables growing. Or invite a local farmer to visit the class and talk about a fruit or vegetable he/she is growing.



Lesson 5

Starting Our Day With MyPlate

TOPIC:
The Importance
of Eating
Breakfast

In this lesson, students continue to discover how eating healthy foods helps them to learn, play, and grow. They will reflect on how internal hunger and fullness cues are the body's way of saying when to eat and when to stop eating. Finally, students will discover how breakfast can give them the energy they need to start the day.

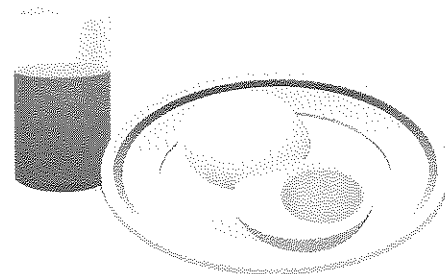
Supplies and Preparation

Discover MyPlate Components*

- **Food Cards**
- **Fruit-a-licious Breakfast Cup Look and Cook Recipe**
(A copy for each student and to display. Teacher recipe instructions and supplies on pp. 74-75.)
- **Emergent Reader** (Teacher and student versions):
Dairy
- **Food Group Friends Profile Cards:**
Farah Fruit, Jane Grain, Mary Dairy
- **Student Workbook** (WB; Lesson 5, Activities 1-3):
 - [WB, p. 3] **STAR Chart**
 - [WB, p. 23] *What a Day!*
 - [WB, p. 24] *Where Is the Fruit?*
 - [WB, p. 25] *Breakfast Time!*
- **Parent Handout:** *Be Your Best With Breakfast*

Additional Supplies

- Suggested books** for
Book Club:
 - ***Bear Wants More*** by Karma Wilson
(Margaret K. McElderry Books, 2003)
 - ***Choo Choo*** by Virginia Lee Burton (Sandpiper, 1988)
 - ***The Hatseller and the Monkeys: A West African Folktale*** by Baba Wagué Diakité (Scholastic, 1999)
 - ***Good Morning, Little Fox*** by Marilyn Janovitz
(NorthSouth Books, 2001)
 - A balloon
 - Crayons, construction paper, scissors, glue, star stickers
- * Order or download at <http://teammnutrition.usda.gov>.
- ** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.



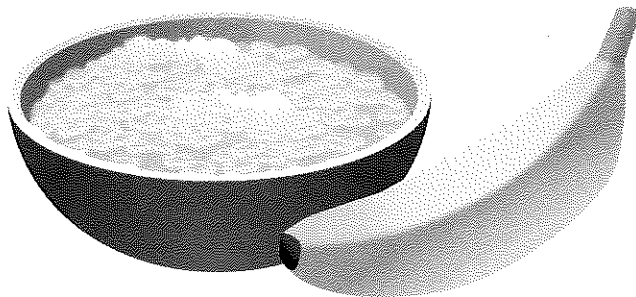
Learning Objectives

Students will be able to...

- Explain the importance of eating breakfast every day.
- Describe feelings of full and hungry.

Essential Questions

- How does our body tell us that it is time to eat?
- How do we know when we have had enough to eat?
- Why does our body need food?
- Why is it important to eat breakfast?

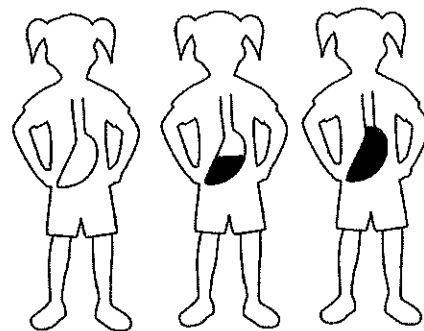


Introduction

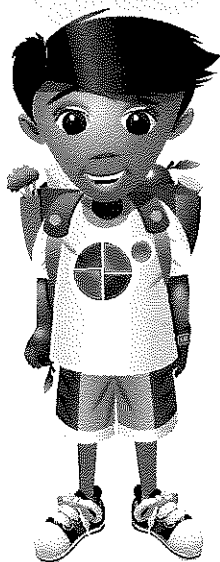
Warm Up Whole Group (20 minutes)

1. Begin the lesson with a discussion of feeling hungry and full. Ask students: *How does our body tell us that it is time to eat? How do you feel when you wake up in the morning? Do you feel hungry? What does that feel like? How does your stomach feel? Does it growl? What do you think about when you feel hungry?* Explain that when our bellies are ready for food, we feel hungry. Our stomachs may gurgle or make funny noises and we think about wanting to eat. It is our body's way of telling us to start eating.
2. Now, ask students: *How do we know when we have had enough to eat? How do you feel after you have eaten? What does it feel like when you are full? How does your stomach feel then? Do you still think of wanting to eat food when you feel full?* Explain that when we have eaten enough food, our stomachs feel full. It is our body's way of telling us to stop eating. Sometimes when we keep eating even after our stomachs feel full, it makes us feel stuffed. (Show puffed-out cheeks to underscore the feeling.) Ask whether your students have ever felt this way. If we eat too much, we can get a stomachache and not feel well.

3. To reinforce students' understanding of being hungry and full, draw a visual on the board or chart paper similar to the one at right. You may also use the **Student Workbook** activity *Breakfast Time!* [WB, p. 25], as it has the same illustration. You can also use a balloon to represent the stomach at different levels of fullness. The deflated balloon is like an empty stomach. You feel hungry when your stomach is empty. As you blow air into the balloon it becomes more and more full, like your stomach becomes fuller after eating.



How full does your stomach feel?



4. Next, speak with the class about breakfast. For a fun, active way to discuss types of breakfast foods students like to eat in the morning, have students stand in wide rows or scattered throughout the classroom (with an arm's length of space around them). One at a time, ask a student to say a food he/she ate, or likes to eat, for breakfast. If other students (and you!) also ate or like to eat that food, they take one hop forward; if not, they should take one hop backward. If you have limited room, switch to hopping on one leg versus two or putting arms up versus down.
5. After the game, remind students that breakfast and other foods give us energy, like the batteries in the toy discussed in Lesson 2 (see p. 27). Explain that breakfast is especially important because it is the first meal we eat after we have slept for a long time. Sleep helps our bodies rest. When we wake up, we need food to help us "recharge." That food helps us move and be active.
6. Tell students that there are "anytime" and "sometimes" breakfast foods. We need to choose the best fuel for our body. Healthy foods help our body work best. "Anytime" foods are the healthiest. They are great choices for breakfast, like whole-grain toast, low-fat yogurt, and fruit. "Sometimes" foods have lots of added sugars and other things we do not need. These foods are less healthy choices at breakfast. It is okay to eat them on special occasions, but not all the time. "Sometimes" foods are foods like donuts, pastries, sugary cereals, and bacon.



Core Learning Activities

Book Club Whole Group (time will vary)

Read books with your class to further the learning about the importance of breakfast and feeling hungry and full. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion.

Review the five **Emergent Readers Fruits, Vegetables, Grains, Dairy, and Protein Foods** with students. Together, make a list of all of the foods that your class likes to eat for breakfast. Next, with foods from that list, practice making breakfast **MyPlate** meals using at least three food groups. The readers may be used again during **Center Time** to build literacy skills.

Bear Wants More by Karma Wilson — A bear tries to satisfy his great hunger after waking from hibernation. Ask:

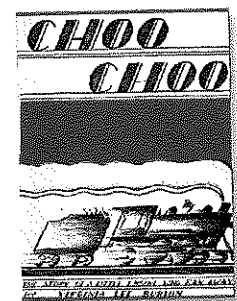
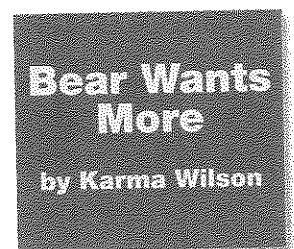
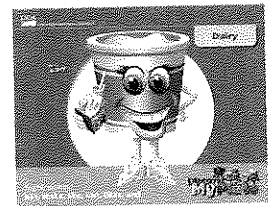
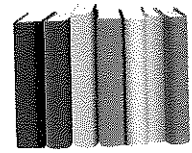
- *How does the bear feel when he wakes up? Why does he feel this way?*
- *We don't hibernate like a bear, so we do not need to eat as much when we wake up. But, a lot of time still passes between our dinner and breakfast. Do you ever feel hungry like the bear when you wake up?*
- *What kinds of foods did the bear eat when he woke up? What kinds of foods do you eat for breakfast?*
- *Did the bear stop eating when he was full? Did he eat too much? How did he feel at the end of the story?*

Choo Choo by Virginia Lee Burton — A little locomotive learns a lesson when he thinks he can be faster without pulling other cars. He takes off by himself, but then runs out of coal. Ask:

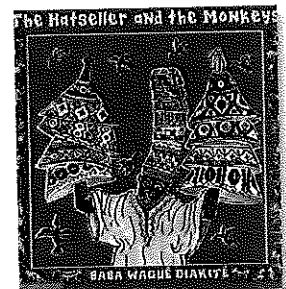
- *Why does Choo Choo eventually stop? What happens when Choo Choo runs out of coal?*
- *What does Choo Choo need so that he can travel down the track again?*
- *How does eating the right amount of healthy foods help us “go”? How does it help us when playing at recess or sports? How does eating the right amount of healthy foods help us think?*
- *Have you ever felt like Choo Choo? Have you ever run out of energy or steam? When?*

The Hatseller and the Monkeys: A West African Folktale by Baba Wagué Diakité — A hatseller has hats stolen by a group of mischievous monkeys when taking a nap. After eating some of the monkeys' mangoes, he's able to think clearly and get his hats back.

- *Why did BaMusa have to stop and rest?*
- *Have you ever not eaten breakfast? How did you feel?*
- *What did BaMusa do to help himself think better?*
- *What can you do in the morning to help you be your best at school or play?*
- *What fruit did BaMusa eat in the story? Have you ever tasted a mango? What fruit do you like to eat at breakfast?*

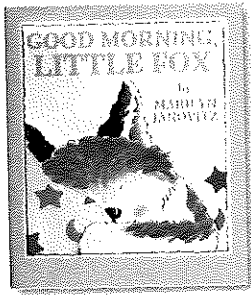


Cover art © 1937 by Virginia Lee Burton



Cover art © 1999 by Baba Wague Diakite



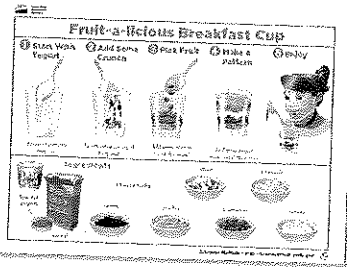


Cover art © 2001 by Marilyn Janovitz

Book Club (continued)

Good Morning, Little Fox by Marilyn Janovitz — Little Fox and Father Fox learn to like the porridge Mother Fox prepared after they did chores and worked up an appetite. Ask:

- Did Little Fox and Father Fox want to eat breakfast at the beginning of the story?
- How did they feel after they did their chores?
- What did they think about the porridge after Mother Fox heated it up?
- How do you think they felt after they ate?



Food Club Whole Group (25 minutes)

Fruit-a-licious Breakfast Cup Look and Cook Activity

(See pp. 74-75 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, students “invent” their own breakfast while creating a pattern by layering fruit, low-fat granola, and low-fat yogurt. This recipe uses an “assembly line” approach to allow students to make it their own while minimizing the amount of setup and cleanup for you!

1. Review the recipe and directions for making the **Fruit-a-licious Breakfast Cup** on pp. 74-75. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of volunteers or adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 51. Have everyone participating in the food preparation wash his/her hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (on p. 73 and a handout in teacher's kit) so students can clearly see it as they prepare their breakfast cups, and give each student a printed copy. Review the steps with students and demonstrate how they will be making their **Fruit-a-licious Breakfast Cup**. Using the **Farrah Fruit, Mary Dairy, and Jane Grain Profile Cards**, review the food group designations of each ingredient. Show students the different food choices, and encourage them to try a variety of fruits, including ones they haven't tried before. Remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your breakfast cup — they'll be more willing to try new foods when it is modeled for them. Encourage them to make one with their parents at home. Send the **Look and Cook Recipe** home in their weekly folder.



Important Food Allergy Reminder

Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.

7. While students eat, read the **Emergent Reader Dairy**. Ask students: *What is yogurt made from?* (Milk) Remind students that foods from the Dairy Group, like yogurt, help keep bones and teeth strong. Ask students to name other dairy foods they can eat at breakfast (for example, low-fat milk or cheese). Ask students to share how the fruits in their breakfast cup tasted. Explain that plain fruits are naturally sweet and better for us than foods that have lots of sugar added to them, such as donuts or sugary cereals. Fruits like the ones used in the breakfast cup are “anytime” foods. Donuts and high-sugar cereals are “sometimes” foods. The **Fruit-a-licious Breakfast Cup** has foods from three food groups: Fruit, Dairy, and Grains. Ask: *What food groups are missing?* (Protein Foods, Vegetables) Sometimes our breakfast does not include all five food groups. How could we include a protein food and vegetables at snack time to make up for the fact that we missed them at breakfast? (For example, peanut butter on celery sticks or hummus and carrot sticks.)
8. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

★TEACHER TIP★

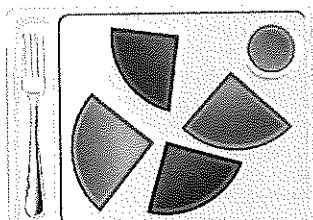
You can time this lesson to lead up to a **Welcome Winter Celebration!** See Classroom Celebrations on p. 62 for ideas.

Food Safety



Participants must follow these steps:

- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as prewashed and ready-to-eat — these items can be eaten without further rinsing.



Cafeteria Connection

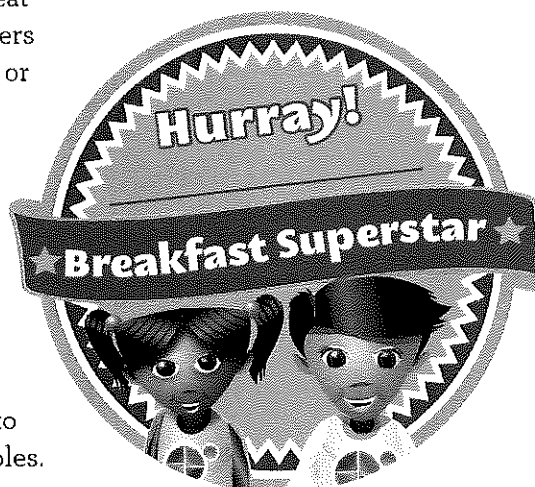
Whole Group (20 minutes, around breakfast time)

Breakfast Badges

Create a circular badge that reads “I ate breakfast today!” or “Breakfast Superstar!” Then, photocopy enough for your class, or write the words for your

students on badges. Have students decorate and add their names to the badges. Students can wear their badges each day that they eat breakfast. Also, students may create posters and flyers with a breakfast message to display in the cafeteria or on a bulletin board.

Meet with school nutrition services and have students show their badges, present the posters, and explain what they’ve learned about the importance of eating breakfast. Ask your school’s Nutrition Services Director or Cafeteria Manager to show students the types of foods offered at the school for breakfast. Include a taste test of some of the foods available, if possible, and allow students to put a smiley-face sticker next to their favorite samples.



Center Time

Choose any of the following activities for students to do during Center Time.

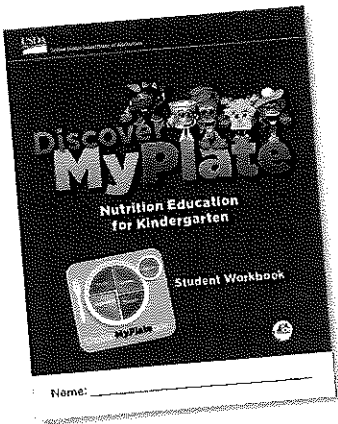


Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

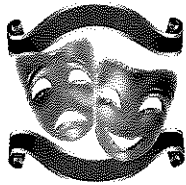
Have students complete workbook pages individually or in small groups. This can be done during **Center Time** or during the **Food Club Look and Cook** activity.



- **What a Day!** [WB, p. 23] In the first activity, students put illustrations depicting a typical child's day into the correct sequence. Pictures can also be cut out and glued onto construction paper in the correct sequence. You may then want to transcribe a sentence or two about how breakfast gives them energy for school and play.
- **Where Is the Fruit?** [WB, p. 24] Students will need to identify the beginning sounds of several words to decode a message in this activity.
- **Breakfast Time!** [WB, p. 25] In this activity, students build a breakfast choosing foods from four of the five food groups, and then pick a vegetable for a snack. They also answer questions about feeling hungry or full.

Dramatic Play

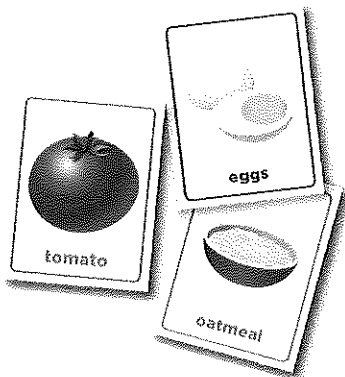
Order Up! Small Group (20 minutes)



To prepare for this **Center Time** game, first go through the **Food Cards** as a class and sort out any breakfast foods. Students can draw additional healthy foods to round out the options. Talk with students about breakfast choices from all five food groups. Explain that if their breakfast does not include all five food groups, they can eat a food from the missing food group later for a snack. For example, they could eat baby carrots as a snack if there was no vegetable at breakfast. Their breakfast should include at least three of the five food groups.

Examples could include (**Food Cards** are noted in bold):

- **Tortilla, eggs, cheese, tomato** salsa, **fat-free milk, orange** juice
- Whole-wheat toast (**bread**), **peanut butter, fat-free milk, banana**, (for later, snack bag of cherry **tomatoes**)
- **Oatmeal**, nuts, peaches, **fat-free milk**, (for later, snack bag of baby **carrots**)
- Whole-grain waffle sticks, **strawberries, low-fat yogurt**, (for later, celery with **peanut butter**)



The selected **Food Cards** and kid-drawn breakfast items can become the "menu" at the "Fuel-Up Friendship Café." Here, student "diners" can chat with their friends and order "**MyPlate** breakfasts" with foods from each food group. When students first get to the café, have them act out what it feels like to be low on "fuel" or energy. Instruct students to act out how it can feel to be fueled up and ready to start the day after eating at the café.

Doll Play Small Group (15 minutes)

To reinforce the ideas of being hungry and full, encourage students to use dolls you may have in your classroom and pretend different scenarios, including:

- The dolls are hungry and the students need to feed them.
- The dolls are full and so they stop eating.
- The dolls have energy to play after they've eaten.

Reflection & Assessment Whole Group (20 minutes)

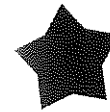
As a reflection at the end of the lesson, have students create a storybook about their mornings titled "Starting My Day." The story can start with them waking up in the morning, how they feel before breakfast, what they eat for breakfast, how they feel and what they do after breakfast, and ending with them in the classroom with friends, ready to learn, play, and be active. Assign scenes for each student to draw. Have them draw and label their favorite healthy breakfast foods, including a variety of fruits and some new ones they have tried. Put the storybook together and make copies available for parents, or display a copy in the library or cafeteria for other students to see.

Reward students with a star or sticker for their efforts and ability to meet this lesson's achievement markers (see sidebar). Students may add their stars or stickers to the **STAR Chart** [WB, p. 3].

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Be Your Best With Breakfast** parent handout and **Fruit-a-licious Breakfast Cup Look and Cook Recipe**.

LESSON 5 ACHIEVEMENT MARKERS

- Named a reason why it is important to eat breakfast
- Described feeling hungry or full
- Ate a breakfast from at least three food groups



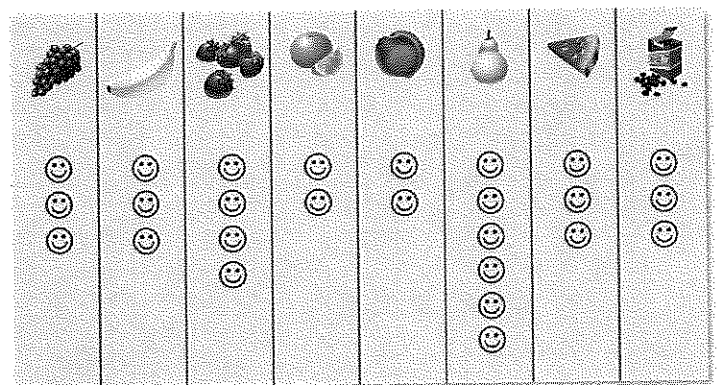
Award a star or sticker for each achievement!

Extra Helpings Small Group (20 minutes)

Breakfast Boost!

Take a class vote on which fruits your students like to eat at breakfast time. Prepare chart paper with pictures of the various foods. Have students help you create a graph to show the results by adding a smiley face next to or under the fruit they are voting for. Ask: *Which is the class favorite? How many votes did it get? What are three new fruits we can try at breakfast time?* After the vote, allow students five minutes of "wiggle and giggle" time to signify the energy they gain by eating breakfast!

Eating breakfast is as easy as ABC: think of a food that you can eat for breakfast that starts with each letter of the alphabet.



Lesson 6

Let's Play,
Let's Party!

TOPIC:
Physical
Activity

Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play. Parents are invited to participate in a cumulative activity and celebration that includes a healthy snack and move-and-groove activity.

Supplies and Preparation

Discover MyPlate Components*

- *Reach for the Sky* song
- **Food Cards**
- **Food Group Friend Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 77-78.)
- **Emergent Reader** (teacher and student versions): *A MyPlate Meal*
- **Food Group Friends Profile Cards**

Student Workbook (WB; Lesson 6, Activities 1-2):

- [WB, p. 3] **STAR Chart**
- [WB, p. 26] *Run, Jump, Play!*
- [WB, p. 27] *Field Day Fun!*
- [WB, p. 29] *Discover MyPlate Certificate*
- **Parent Handout: Move, Play, Have Fun!**

Additional Supplies

- Suggested books** for **Book Club**:

- *The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell (Crown Books for Young Readers, 2004)
- *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees (Orchard, 2001)
- *Watch Me Throw the Ball* by Mo Willems (Disney-Hyperion, 2009)

- White 8.5" x 11" paper (1 sheet per student)
- 5 buckets or boxes (shoe-box size)
- Pictures of foods to represent each food group
- Crayons, construction paper, scissors, glue, star stickers

* Order or download at <http://teammnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.



Learning Objectives

Students will be able to...

- Name two reasons why it's important to be physically active every day.
- Explain that eating foods from the five food groups helps the body be physically active.
- Identify three different ways to be physically active each day.
- Make a healthy snack based on *MyPlate*.

Essential Questions

- Why is it important to be physically active every day?
- What gives us the energy to be physically active?
- What are some ways to be physically active?



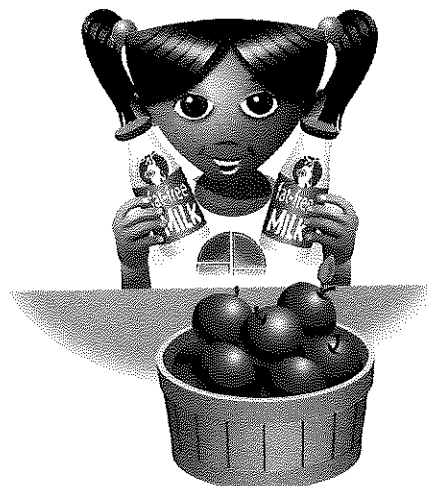
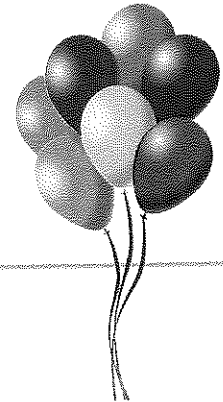
Introduction

Warm Up Whole Group (20 minutes)

1. Gather students in a circle on the carpet and review the introductory discussion from Lesson 2 by asking: *Do you remember what else we can do to keep our bodies healthy, in addition to making healthy food choices?* Invite students to share their responses. Display the **MyPlate Nate and Kate Profile Card** on the board or a flip chart. Remind students that Nate and Kate like to eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.
2. Explain that our bodies are meant to move. We need to be physically active each day so that our muscles, heart, and bones are strong. Invite volunteers to share how they like to be physically active and move (for example, “I like to play soccer” or “I like to dance”). Continue the exercise until all students have had a chance to name an activity.
3. Explain that, when we are active and move, we use energy. Have students use some energy by standing up, jumping up and down in place, and wiggling their arms. After a few seconds, have them sit back down. Ask them how they feel. Tell them that, when we are physically active, we use our muscles, and our heart beats a little faster. Ask students to put their hands over their hearts and feel it beating.
4. Explain that our heart has a big job to do. It pumps blood to all parts of the body. When we are physically active, our muscles need more blood, so the heart must work harder. It gets a workout. This is good for our bodies and helps make them stronger and healthier.
5. Ask students how the foods they eat can make a difference in how they feel when they are physically active (for instance, when they play soccer or run around at recess). Give the example that, just as a toy needs the right kind of battery to make it work, and a car needs fuel to make it go, our body needs healthy foods from the five food groups to be its best at sports and play.
6. To reinforce this concept, have students fold a piece of paper in half. On the left side, ask them to draw a picture of one of their favorite healthy meals or snacks. On the right, they should draw one of their favorite ways to be active and play. Display these on a “Healthy Foods Give Us a Boost” bulletin board.

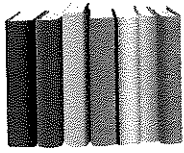
★TEACHER TIP★ Celebration Invitation

Send an invitation home to family members for the culminating celebration activity. See template on p. 60.



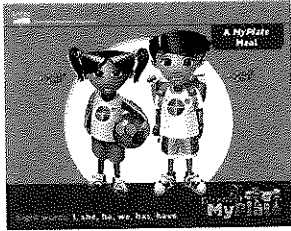
Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.



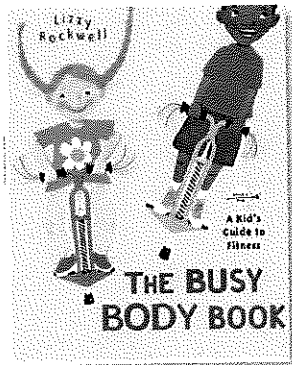
Book Club Whole Group (time will vary)

Continue the conversation about different ways to be active and play by reading books with your class that include forms of physical activity. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion.



Have students reread the **Emergent Reader: A MyPlate Meal** out loud. Tell students they will add to the story. Start with the sentence on the last page, "We have fun." Ask students: *What do you have fun doing?* Have students practice making up, then writing, sentences that start with "We/I have fun..." To add complexity to the sentences, have them identify places. For example, "I have fun riding my bike in the park." or "We have fun playing at the beach." Review which of the suggested fun activities are physically active.

The readers may be used again during **Center Time**, and then, at the end of the unit, children may take their mini books home to continue practicing their reading skills with their families.



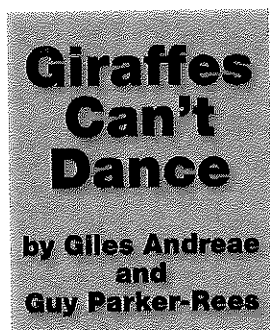
Cover art © 2004 by Lizzy Rockwell

The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell — From how our hearts work to how our bones and muscles keep us going, this book explains how our bodies are made to move. Ask:

- *What happens to your muscles if you use them again and again? (They get stronger.)*
What are some things muscles help your body do? (Move, lift, and stretch)
- *What does your heart do when your body is active? (It pumps blood faster so that the parts of your body can get the oxygen they need.)*
- *What do the children in the story drink when they get hot and sweaty? (Water) Why is water a good choice? (Your body needs more water when it is active or hot; water does not have added sugar.)*
- *Why does your body need healthy food? (Food gives your body energy to move and think; it also gives your body nutrients that help build strong bones and muscles.)*
- *What are some of your favorite ways to be a busy body?*

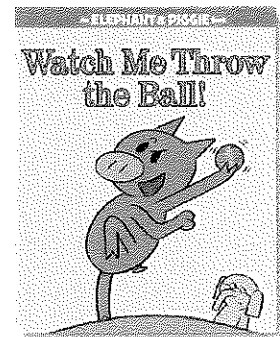
Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees — A giraffe wants to take part in the jungle dance festivities where all the animals have their own special dance, but he gets tangled up in his feet. A cricket tells him that, when you're different, you need a different song. The giraffe listens to his own music and finds his own moves, and all the animals are amazed. Ask:

- *Why was Gerald the Giraffe sad?*
- *What did he wish he could do?*
- *What other animals attended the jungle dance? What were the types of dances they did?*
- *Who helped Gerald? What did he learn?*
- *How does Gerald feel at the end of the book?*



Watch Me Throw the Ball! by Mo Willems — In this story, Gerald is determined to teach Piggie that ball-throwing is serious business...but Piggie is just as determined to have serious fun. Ask:

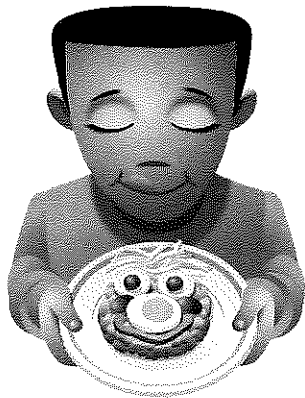
- What is Gerald's secret to throwing a ball?
- Why is Piggie so happy about throwing the ball?
- What types of games can you play with a ball?



Cover art © 2009 by Mo Willems

Discover MyPlate Celebration!

Whole Group (time will vary)



Invite parents or caregivers to attend this special “event” (see the invitation template under **Extra Helpings** on p. 60). Use the **Food Club Tasting Event** activity ideas listed under **Center Time**, have students read **Emergent Reader: A MyPlate Meal** aloud as part of the celebration, or show off bulletin board displays. As part of the celebration, have students act out and sing the **Reach for the Sky** song for parents. Invite parents to join in and act out the motions in an encore performance! Share with parents their children’s achievements by showing them the **STAR Charts**. To close out the celebration, present certificates to students (see **Reflection & Assessment**). Design the celebration event to suit your time schedule. If some students’ parents/caregivers are unable to attend the event, assign attending parents or adult volunteers to help more than one child at a time.

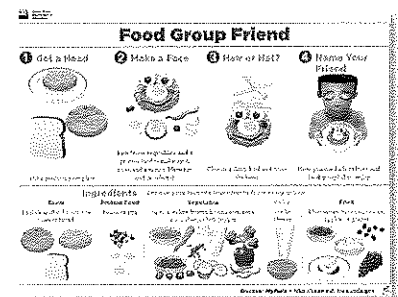
Food Club Whole Group (25 minutes)

Food Group Friend Look and Cook Activity

(See pp. 77-78 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, children and parents work together to create a snack using foods from all five food groups. Involving parents in this activity helps connect the lesson to the home, and provides the opportunity for children to observe their parents eating healthy foods. By allowing children to use their creativity to build their own **Food Group Friend**, children apply their knowledge of what foods belong to each food group and build skills needed to create healthy snacks at home.

1. Review the recipe and directions for making the **Food Group Friend** on pp. 77-78. The recipe serves 20, so adjust the recipe amounts to suit the size of your class and to provide samples for attending adults.
2. Talk with parent volunteers or school nutrition services to decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Since parents are to participate in this activity, you will probably want your whole class to do it at the same time. Make sure your space has enough room for both parents and children to participate in the activity.



Food Safety

Participants must follow these steps:

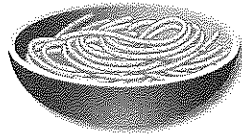
- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as prewashed and ready-to-eat — these items can be eaten without further rinsing.

Important Food Allergy Reminder

Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.

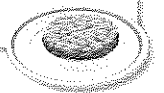
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar. Have everyone participating in the food preparation wash his/her hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (on p. 76 and a handout in teacher's kit) so students and parents can clearly see it as they prepare their **MyPlate** snacks. Provide a print copy of the recipe for each student/family. Review the steps and demonstrate how everyone will be making their **Food Group Friends**. Show students and parents the different food choices in each food group.
6. Give parents and students a plate and instruct them to begin by choosing a whole-grain base for the face (either a brown rice cake, slice of whole-wheat bread, or half of a toasted whole-wheat English muffin). Remind them to use the serving utensils, not fingers, to select foods. If parents/caregivers are present, invite them to assist their child as needed.
7. Ask children to share their finished creations and identify foods they used with the rest of the class in a short show-and-tell. If your class is large, do this sharing in small groups (for example, have students present their creation to others sitting at their table). If possible, take pictures of children and their parents with their **Food Group Friend** creations. Finish the activity by enjoying a snack together! Send the **Look and Cook Recipe** home with parents/caregivers or students.
8. Clean up. Have students work with parents and adult volunteers to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.



★ TEACHER TIP ★

How Can You Tell If It Is a Whole Grain? When selecting the grains to use in the **Food Group Friend** recipe, follow these guidelines to identify whole-grain options:

- Check the information on the package. Choose breads that have "100% Whole Grain" (or 100% Whole Wheat) on the package.
- Check the ingredients list and look for the word "whole" before the first ingredient.
- Look for rice cakes made with brown rice. Brown rice is a whole grain.

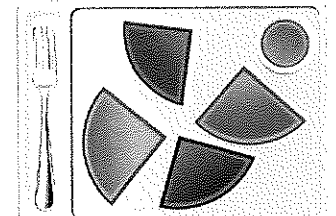


Cafeteria Connection

Whole Group (20 minutes, around lunchtime)

Eat Smart and Play Hard!

Look at the school lunch menu for the following week. Invite students to come up with physical activity-themed names for each menu option. For example: "Home Run Sliders," "Touchdown Turkey," "Skater Salad Shakers," "All-Star Burritos," and "High Jump Broccoli." Ask students to make drawings for signs to go with each dish. Coordinate with school nutrition services or the Nutrition Services Director. Have students practice writing "I can" sentences about physical activity to display around the cafeteria. For example, "I can ride my bike" or "I can do karate."

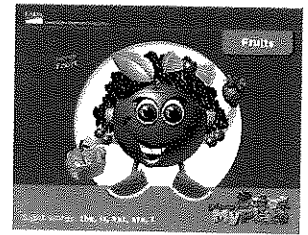


Center Time

Choose any of the following activities for students to do during Center Time.

Literacy Center Small Group (time will vary)

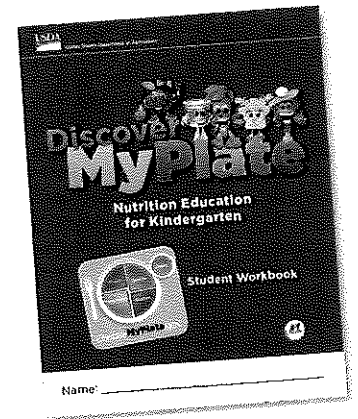
Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during **Center Time**. At the conclusion of the lesson, send workbooks with completed **STAR Charts** home with students and their parents.

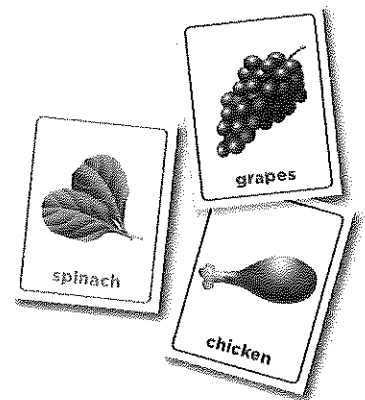
- **Run, Jump, Play!** (WB, p. 26) Students will categorize pictures that show the best ways to be active and play.
- **Field Day Fun!** (WB, p. 27) Students complete a maze to help **MyPlate Nate** and **Kate** find their way to the park for their school's field day by spelling out MY PLATE.
- **Discover MyPlate Certificate** (WB, p. 29) This page features a certificate for students. You may award these at the conclusion of the celebration activity (see **Reflection & Assessment** on next page). Encourage students to keep up the good work and help their families shop for and prepare meals following **MyPlate**. Remind them that being physically active together as a family is great fun and good for everyone.



Food Cards Small Group: 3-4 students (20 minutes)

Food Group Relay

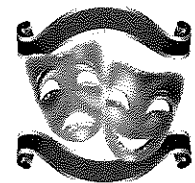
As part of the celebration, set up a relay in the gym or on the playground. (Parents can help supervise and facilitate.) Place five buckets labeled with pictures of foods from the five food groups at different areas. Working in two teams of 3-4 students each, give each team several **Food Cards** (at least enough so that each student will get a turn twice). When the game starts, the first students from both teams pick a card from their decks at random and run to put it in the correct food group bucket. When they come back, they tag the next student in line. The game continues until a team correctly sorts all of the cards. The first team to do so wins. After the game, the whole group should review the cards in each bucket to see whether they were placed correctly and to discuss any that were not. Repeat play until every student has had a turn.



Dramatic Play Small Group (15 minutes)

Act Out!

Have students choose an adventure or job they would like to act out that requires them to be physically active. For example, they could go "pretend camping," in which they would hike, fish, and canoe (cardboard boat), then make a healthy snack to eat at the campground. Alternatively, they could run a pretend dance studio with classes or create a firefighter-training center where students have to carry or pass buckets of water.



Reflection & Assessment Whole Group (20 minutes)

At the end of this final lesson, talk and reflect with students about what they have learned in **Discover MyPlate**, including:

- The names of the five food groups and foods that belong to each group
- Using the **MyPlate** icon as a reminder to eat a variety of foods from the five food groups
- How fruits and vegetables come in many colors, help keep us healthy, and are grown from seeds to plants
- Why eating breakfast every day is important
- How healthy food choices and physical activity help the body grow, stay healthy, play, and learn

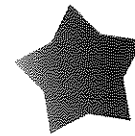
Reward students with a star or sticker for their efforts and ability to meet the achievement markers of this lesson (see sidebar). Students may add their stars or stickers to the **STAR Chart**.

Ask students to think about three things that they learned. Have them make a drawing for each and label with new words they have learned. Alternatively, you may work with students in small groups to discuss each of these points, then have each group share with the rest of the class. Review information with individual students who need more assistance. If there is extra time, you can create a bulletin display for other classes, teachers, and parents to share what your students have learned.

Finally, to conclude the unit and the celebration, present each student with a **Discover MyPlate Certificate** [WB, p. 29]. Remember to send home the **Move, Play, Have Fun!** parent handout, **Food Group Friend Look and Cook Recipe**, **Emergent Readers**, and completed **Student Workbooks**.

LESSON 6 ACHIEVEMENT MARKERS

- Named three different ways to be physically active
- Named two reasons why it is important to be physically active every day for good health
- Explained that healthy food choices help fuel our bodies to play and be active
- Prepared (and tasted!) a **MyPlate** snack



Award a star or sticker for each achievement!

Extra Helpings

Celebration Invitation

Use and modify the following template to send home to family members inviting them to the culminating celebration activity. Download an electronic version that you can customize at <http://teammnutrition.usda.gov>.

Dear Parent,

You're invited to attend a special event on _____ to see
date
how much your child has learned about healthy eating and being
physically active. RSVP at _____ by _____.
email date

We can use some extra hands, so let us know if you
would like to volunteer.

We hope you celebrate with us! _____
teacher's signature

