

## LESSON PLAN B

# SMART SNACKS & SILLY SONGS

**Time Frame:** 30-45 minutes

### Children will:

- Understand the concept of balanced eating, using MyPlate as a visual aid.
- Develop healthy snacking habits.
- Learn how snacks can be quick, healthy and easy to prepare.
- Recognize the MyPlate pattern and what each section represents.

### Materials:

- Printout of MyPlate template (color) for teacher, laminated if possible
- Copies of MyPlate template (black and white) for each student
- Crayons (a set of “food group” colors – red, green, orange, purple and blue – for each pair of children)
- Measuring cups
- Your choice of foods from the Grains, Fruits, Vegetables, Dairy and Protein Foods groups

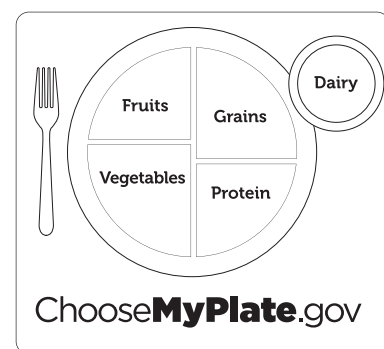
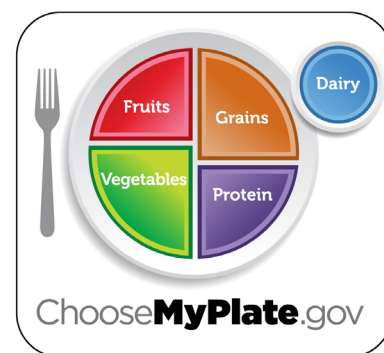
### **Overview:**

Students begin by coloring their MyPlate coloring pages, following the color template as a guide. The teacher gives a brief lesson, explaining which food groups are represented where on the plate pattern. Then, students use measuring cups and scoops to serve themselves a well-balanced snack, following the suggested menu from MyPlate (see below).

### Part A. MyPlate Coloring Page Activity

#### **Instructions:**

- Hold up the color copy of the MyPlate template to show students the full-color version. Then pass out copies of the black-and-white coloring page.
- Ask students, “Do you remember the names of the 5 food groups? Here is where they go on our plates.”
- This MyPlate placemat reminds us that we should eat a variety of different foods from these groups every day.
- Today we’re going to color in our own placemats and then use them for a special snack session.
- Color in each section of your plate and cup, using the **same colors** to match the MyPlate sections.
  - Which group will you color in red? (Fruits)
  - Which group will you color in green? (Vegetables)



[ChooseMyPlate.gov](http://ChooseMyPlate.gov)

- Which group will you color in orange? (Grains)
- Which group will you color in purple? (Protein Foods)
- Which group will you color in blue? (Dairy)

While they color, continue the conversation by asking for examples of each food group. Prompt them with examples, such as:

- Grains (whole-grain bread, rice, crackers, oatmeal, pretzels, cereal)
- Protein Foods (beans, meat, fish and chicken)
- Dairy (milk, yogurt and cheese)

Ask questions like, “Can you name a Dairy food that you drink in a cup or glass?” Answer: Milk. “What about soy milk?” Yes, that’s a Dairy food, too.

“Can you name a Dairy food you eat with a spoon?” Answer: Yogurt

### **Part B. Fun Food Songs & Music Videos**

Music is a great way to liven up these food lessons. You could a) play the food songs from this site while students color and then b) follow by showing the music videos on a projector. Younger children might enjoy singing the “Old MacDonald” song (below) to reinforce the food groups message, while the older set might like the faster paced “Alive With Five” song used in the K-2 lessons.

#### **PBS Kids: Fizzy’s Lunch Lab | Food Songs & Videos**

<http://pbskids.org/lunchlab/music/forget-nuts>

These funny videos and songs with clever lyrics will keep students engaged while learning about the food groups. Songs include: Fruit is Nature’s Candy, Veggie Fever, Calcium Yum Yum, and Wheat is Sweet. You have the option of watching the video or just downloading the song. Play these songs while students are coloring. If they really like them, play them a second time when they’re through or watch the animated music videos.

#### **Alive With Five**

Download the [Alive With Five](#) song here. Play this song after your snack session, and encourage kids to get up and dance!

#### **Old MacDonald Had a Food Farm** (for younger preschoolers)

Younger students may enjoy this silly sing-along. Sing this as a group to the tune of “Old MacDonald Had a Farm.”

Hold up a piece of play food or a picture of a food item. Use this in the second line of the song and then come up with a “sound word” for lines three and four. For instance: replace carrot/crunch with apple/chomp, watermelon/slurp, banana/mush, milk/drink, juice/sip, chicken/chew, ice-cream cone/lick, taco/crunch...)

Older children can take turns calling out different kinds of food, while younger children can take the lead from the teacher.

Old MacDonald had a food farm, E-I-E-I-O,

And on that farm he had some (carrots), E-I-E-I-O,

With a crunch, crunch here and a crunch, crunch there,

here a crunch, there a crunch, everywhere a crunch, crunch

Old MacDonald had a food farm, E-I-E-I-O.

Repeat over and over, using different foods and sounds.

### Part C. Smart Snack Combos

#### Preparation:

Select and prepare snack foods in advance, following the recommendations from MyPlate for the age of your class. (Note that recommendations can be broken down further, by gender and level of daily physical activity, but the numbers are averaged in this table to keep things simple in a group setting.)

#### MyPlate Snack Pattern

	Option A Morning Snack	Option A Afternoon Snack	Option B Morning Snack	Option B Afternoon Snack
<b>Age 2</b>				
(1,000 calories a day)	½ ounce Grains ½ cup Fruit	¼ cup Vegetables ½ cup Dairy*	½ cup Fruit ½ cup Dairy*	¼ cup Vegetables ½ cup Fruit
<b>Age 3–4</b>				
(1,200–1,400 calories a day)	1 ounce Grains ½ cup Fruit 1 ounce Protein Foods	½ cup Vegetables ½ cup Dairy*	½ cup Fruit ½ cup Dairy*	½ cup Vegetables ½ cup Fruit 1 ounce Protein Foods
<b>Age 4–5</b>				
(1,400–1,600 calories a day)	1 ounce Grains ½ cup Fruit 1 ounce Protein Foods	½ cup Vegetables ½ cup Dairy*	½ cup Fruit ½ cup Dairy*	½ cup Vegetables ½ cup Fruit 1 ounce Protein Foods***

\*Offer children milk, yogurt and cheese.

\*\* ½ ounce Grains = 1 ½ cups popcorn, 3 ½ saltine crackers, 2 ½ whole-wheat crackers

\*\*\* 1 ounce Protein Foods = 2 tablespoons hummus, 1 tablespoon peanut butter, 1 hard-boiled egg

#### Instructions:

1. Choose one of the suggested snack combinations from the MyPlate recommendations above.
2. Set up serving bowls and plates, along with measuring cups or scoops to measure serving sizes.
3. Explain that everyone is welcome to share a well-balanced snack, following the suggested menu from MyPlate.
4. Show students the snack foods and portions, and demonstrate how to measure a serving.
5. Show what a ½ cup measuring cup looks like compared to a 1 cup measuring cup, and explain that two ½ cups make a whole cup.
6. Allow them to serve themselves. But tell them in advance to hold off on eating until they've counted the items on their plate.
7. Before you eat, ask: What does one serving of fruit look like? How many berries/pieces/slices are in ½ cup? Ask the same about a grain, vegetable or protein portion as well.
8. While you're eating, ask questions like: How many food groups are on our plates?

9. Explain that by combining at least two of the five food groups, you get a wider range of nutrients. Add some protein, and you'll be less hungry and feel full for longer.
10. What are some tasty combinations that children like to eat? Ask if they'd like to try whole-grain crackers with cheese, cereal with milk or yogurt and fruit, or veggies with hummus. Combining different food groups makes things more interesting!

**Extension:****Alive With Five**

Download the [Alive With Five](#) song here. Play this song after your snack session, and encourage kids to get up and dance! What are the takeaways?

- Healthy foods give us energy to move!
- Healthy foods and fun exercise are a winning combo!

**Family Connection:**

Suggested Resources for Parents and Caregivers:

- [MyPlate Tips for Preschoolers](#)
- [Healthy Eating for Preschoolers](#)
- [MyPlate Snack Tips for Parents](#)
- [Kid-friendly Veggies and Fruits](#)
- [Be a Healthy Role Model for Children](#)

**Standards Alignment:**

NAEYC

2.A.10 The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, science, and health and safety.

2.F.03 Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size and color.

2.F.04 Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.

2.F.05 Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.

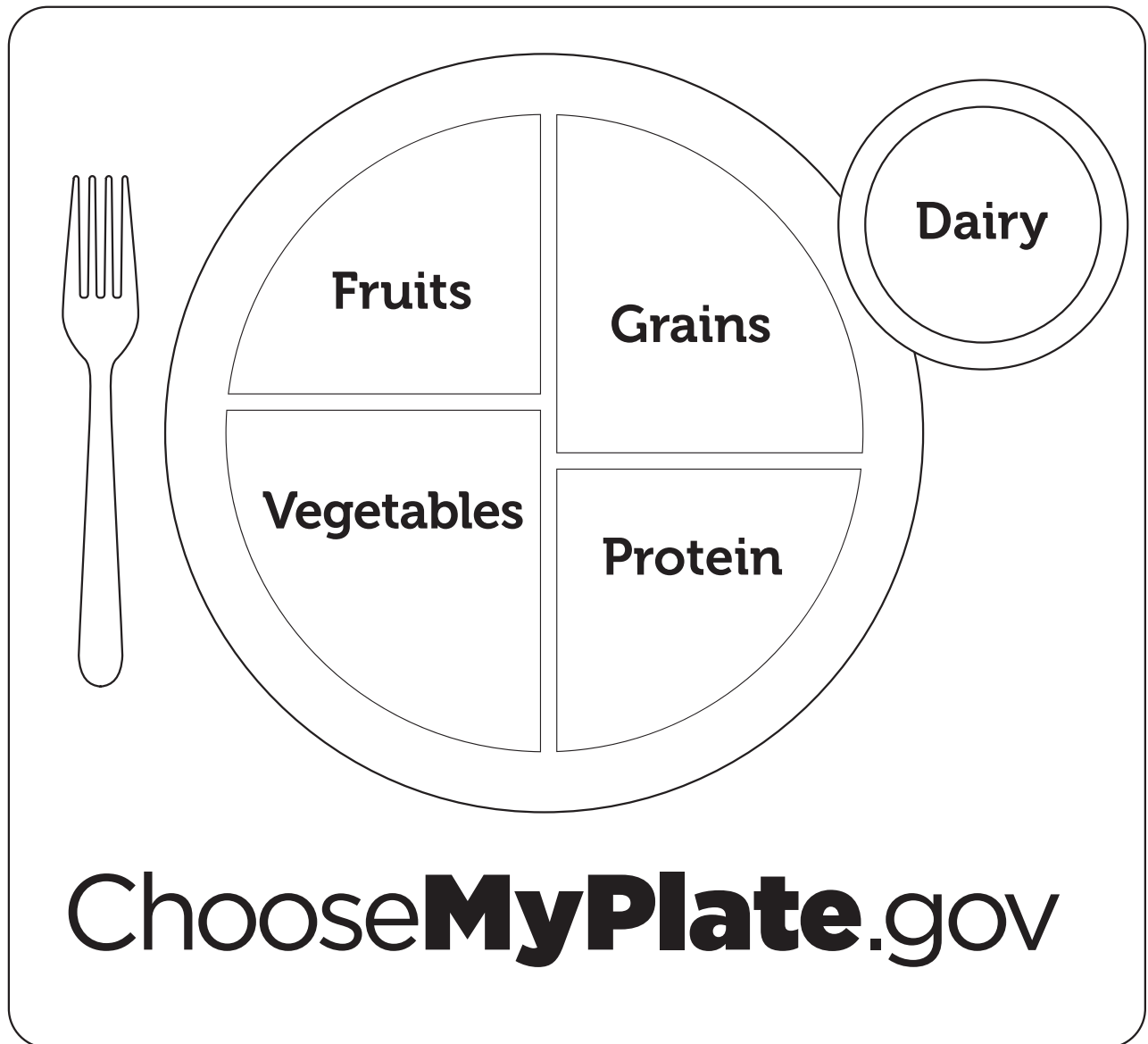
2.J.06 Children are provided many and varied open-ended opportunities to express themselves creatively through (a) music and (d) two- and three-dimensional art.

2.K.01 Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, and good nutrition.

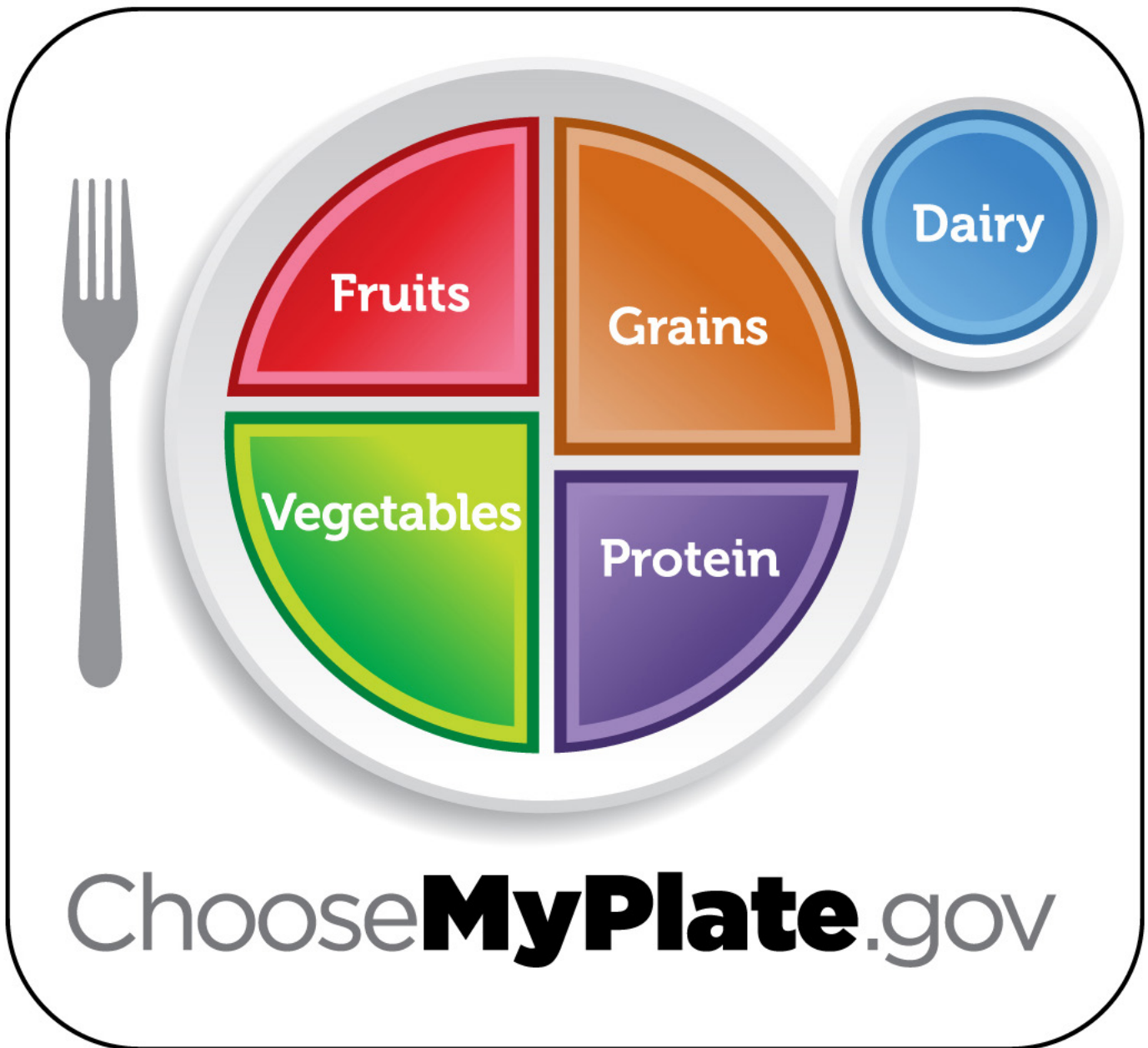
Head Start Child Development and Early Learning Framework 2.4 (Prekindergarten): Distinguishes food on a continuum from most healthy to less healthy.

2.5 (Prekindergarten): Eats a variety of nutritious foods.

Worksheets & Downloads:



<https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/ColoringSheet.pdf>  
MyPlate Coloring Page – B/W version



Color version of MyPlate placemat – for teachers to print and use as reference display  
[https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/myplate\\_white.jpg](https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/myplate_white.jpg)