



LESSON PLAN A

Fill Your Plates

Time Frame: Three 40-minute sessions

Learning Objectives:

- Identify the five food groups and give examples of foods in each.
- Explain how healthy eating is part of overall wellness.
- Understand ideas and actions that promote health and prevent disease.
- Explain the importance of eating fruits and vegetables of every color for good health.
- Make and reflect on goals related to personal health.
- Understand that foods have nutrients that help us grow and stay healthy.
- Create a healthy meal plan that includes foods from each food group.

Materials for Lesson Plan:

- Copies of MyPlate coloring page
- Copies of Meal Planning clip art page
- Crayons or colored pencils: red, orange, green, purple, blue (required for plate); other colors to supplement for pictures of food
- Scissors
- Letter size envelopes (for clipart food items)
- MyPlate placemats and food cut-outs from Activity A
- Computer with Internet access (Optional)
- Projector (Optional)
- Food items for Mini-Plate Snack (see below)
- Paper plates and paper cups
- Copies of lyrics to the “Alive With Five Groups” song

Overview:

These activities all center around the MyPlate recommendations from the USDA. Use them to introduce or reinforce key concepts in an engaging, hands-on way. Each activity comes with creative snack ideas to serve during class time. These align with key teaching points in the curriculum but are optional.

Part A. Make-Your-Own Plate

Time Frame: 40 minutes

Materials for Activity:

- Copies of MyPlate coloring page
- Copies of Meal Planning clip art page
- Crayons or colored pencils: red, orange, green, purple, blue (required for plate); other colors to supplement for pictures of food
- Scissors
- Letter size envelopes (for clipart food items)

Instructions:

1. Show the [MyPlate graphic](#) on an overhead projector for all to follow as a guide. Or print out a color copy to show as a display.
2. Then pass out a black-and-white photocopy of the MyPlate coloring page to each student. (See Worksheets & Downloads at the end of this lesson plan.)
3. Introduce this activity with some questions:

Raise your hand if you've seen the MyPlate picture before. Can you describe what it is?

MyPlate is a tool that shows us the types and amounts of food and drink we should have at each meal and each day.

What do the different colors mean?

They symbolize the 5 food groups. Think of these 5 food groups as the building blocks of a healthy diet.

Why is each food group a different size?

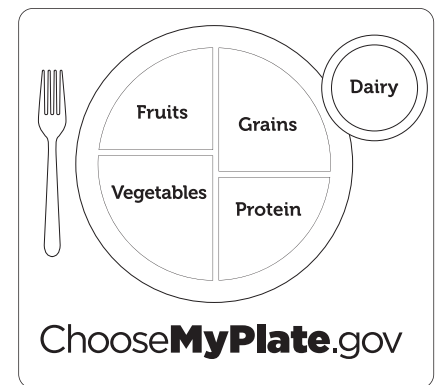
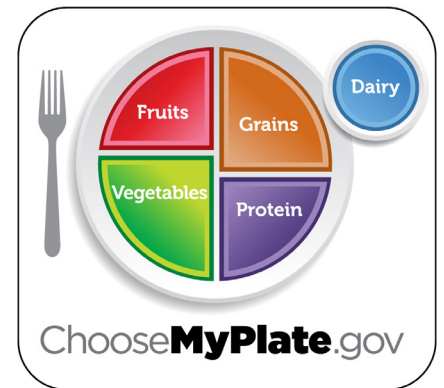
Because we need different amounts of each group for a balanced diet. These are the amounts recommended by doctors and scientists. This combination of different foods gives our bodies the nutrients and energy we need to grow and be healthy.

Do you need to carry your MyPlate picture with you wherever you go?

No, but try to keep a picture of it inside your head as a visual memory. Before you eat, stop and think about what goes on your plate, in your cup, or in your bowl.

4. Instruct students to color in each section of their 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)
- Which group will you color in orange? (Grains)
- Which group will you color in purple? (Protein)
- Which group will you color in blue? (Dairy)



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5. Now students should color some of the items on their Meal Planning sheet. Ask them to color in at least one item from each food group. Next, they should cut out each item, so they can use them for menu-planning activities on their plate.
6. Challenge students to plan some meals by placing food items in each category on their MyPlate page. Encourage them to experiment with different combinations and then choose what looks like a perfect meal to them. Suggest they choose things they like to eat — or would like to try to eat — from each group.
7. Optional: Take a picture of each student's chosen meal. Then, after learning more and doing more lessons, they can compare that meal with a later one.

Discussion Points:

As students are coloring their MyPlate planners and foods from their coloring sheets, talk about the five food groups:

Fruit Group:* Along with being sweet and delicious, fruits contain vitamins, minerals and fiber that keep us healthy and help to prevent disease. Citrus fruits are especially high in vitamin C.

Vegetable Group:* Vegetables are important sources of many nutrients, including potassium, fiber, folate (folic acid), vitamin A and vitamin C. Most vegetables are naturally low in fat and calories.

***Fruits and vegetables** are a healthy way to get the nutrients and energy your body needs to feel and look good. Try to eat more of these two food groups every day by making half your plate fruits and vegetables!

Protein Foods Group: Protein-rich foods keep us feeling full. They also build bones, muscles, blood and other body parts. This food group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into this category as well.

Dairy Group: Products in this group contain calcium, which is very important for children and teens who are still growing. The dairy group includes most foods made from milk, including yogurt and cheese. However, it does not include butter, cream cheese and cream. Calcium-fortified soy milk also counts as a dairy food.

Grains Group: This includes any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more fiber and nutrients.

Extensions:

Download the Food Group graphics from the Pre-K section here [add link] to supplement the Meal Planner graphics. Or use them to play the memory game explained in the lesson [add link].

Make a large placemat for your MyPlate page and Meal Planner shapes. Use colored construction paper or scraps of recycled paper taped together to make one big enough to fit your cutouts. You will use this for the next activities. Decorate your mat with doodles, positive messages or graphic elements if you have time to spare.

Family Connection:

Make homemade placemats for each member of your family. Have your siblings help out as well. This is a fun way to get families more committed to eating together at the dinner table. Ideas: 1) Cut one piece of colored construction paper into horizontal strips. Cut another piece of construction paper (a different color) into vertical strips. Weave the two of them together and secure them in place with glue or clear tape on the back. 2) Make a collage on a piece of construction paper, using cutout pictures of colorful fruits and vegetables. 3) Write compliments and positive messages on construction paper and decorate with cheerful illustrations. Use these placemats at your family dinner table for a meal or two, or laminate them to make them last all year long.

Additional Resources:

[MyPlate: 10 Practical Tips](http://www.choosemyplate.gov/ten-tips-choose-myplate)
www.choosemyplate.gov/ten-tips-choose-myplate

[MyPlate Kids Place](http://www.choosemyplate.gov/kids)
www.choosemyplate.gov/kids

[Resources for Parents and Educators](http://www.choosemyplate.gov/kids-parents-educators)
www.choosemyplate.gov/kids-parents-educators

Part B. Serve Yourself!

Time Frame: 40 minutes

Materials for Activity:

- MyPlate placemats and food cut-outs from Activity A
- Computer with Internet access (Optional)
- Projector (Optional)

Part 1. “Healthy Plate” Video (Optional)

Watch the video [“Healthy Me: A Healthy Plate”](#) with your class, and then discuss it afterwards. You may either watch the video online or download it from [this link](#) on PBS Learning Media.

Part 2. Discussion Questions

Which foods should take up half of your plate?
Fruits and vegetables.

Why is it important for us to eat healthy foods?

Because they supply the nutrients we need for our bodies to grow and to be in good health.

Because healthy meals and an active lifestyle help us maintain or achieve a healthy weight.

Because a balanced, nutritious diet gives us the energy we need to do school work and to play.

Part 3. Servings Made Simple**Instructions:**

Take out your MyPlate placemats and food cut-outs from the last lesson. You’ll use those today to plan some meals. We don’t have real food to play with, so we’ll just have to use our imaginations!

Let’s start by seeing how much of each food group we should eat each day. Once we know that, then we can spread out those amounts over three meals in a day.

Let’s start with fruit. According to food scientists, kids your age should eat 1 to 1½ cups of fruit each day. Does that mean we need to carry measuring cups with us wherever we go? No, but here are some easier ways to think about portions.

Let's look at what 1 cup of fruit looks like.

Fruits: 1 cup = 8 large strawberries, 1 banana, 1 small apple or $\frac{1}{2}$ large apple, 1 orange, 32 seedless grapes, $\frac{1}{2}$ cup of dried fruit (like raisins or apricots)

Now set aside $1\frac{1}{2}$ cups of your choice of fruits to eat in a day. That's your recommended amount.

Carry on with the other Food Groups. Read the list based on your class age group and abilities, let kids lead the way and give them prompts when needed.

Vegetables: 1 cup = 3 spears of broccoli, 2 medium size carrots or 12 baby carrots, 1 large ear of corn or 2 small ears of corn, 2 large stalks of celery, 1 large red pepper

Grains: 1 ounce-equivalent = 1 slice of bread, 1 cup of ready-to-eat cereal or $\frac{1}{2}$ cup of cooked rice, cooked pasta or cooked cereal

Protein Foods: 1 ounce-equivalent = 1 ounce of meat, poultry or fish, $\frac{1}{4}$ cup cooked beans, 1 egg, 1 tablespoon of peanut butter or $\frac{1}{2}$ ounce of nuts or seeds

Dairy: 1 cup = 1 cup of milk, yogurt, or soymilk (soy beverage), 1 $\frac{1}{2}$ ounces of natural cheese or 2 ounces of processed cheese

Have you set aside your full day's amount of the 5 food groups? Let me know if you'd like some help.

Raise your hand if you'd like to eat and drink all the things, one food group at a time. How would you do that?

Raise your hand if you'd like to eat all your favorite things early in the day and leave the foods you like the least until the end of the day?

Raise your hand if you'd like to spread each one out over the day?

Next, it's time to decide how you'd like to divide them up over three meals: Breakfast, Lunch and Dinner.

Extension for Grades 1–2:

Help me do the math! If 1 cup = 8 large strawberries, then how many strawberries are in $1\frac{1}{2}$ cups? Half of 8 is 4, and $8 + 4 = 12$. So, you could eat 12 strawberries for breakfast and that would be all the fruit you need for the day. Or you could divide it up over your 3 meals. Can you give an example of how you'd do this?

Fruits: 1 cup = 8 large strawberries, 1 banana, 1 small apple or $\frac{1}{2}$ large apple, 1 orange, 32 seedless grapes, $\frac{1}{2}$ cup of dried fruit (like raisins or apricots)

Instructions, continued:

Now take a few minutes to make a well-balanced breakfast. Use items that you've set aside for your day. Have you used foods from all 5 food groups?

Ask for volunteers to describe their well-balanced breakfast.

Repeat this procedure for lunch and for dinner.

High Five! You've all done a great job with meal planning. Next time we meet we'll have a "Serve Yourself" snack session to celebrate.

Alternative Activity for Grades K–1:

Print these coloring pages and have students color them in and then use them for reference. This is a math and nutrition activity rolled into one!

[What Does One Cup of Vegetables Look Like?](#)

[What Does One Cup of Fruit Look Like?](#)

[Fresh vs. Dried Fruit – Cup Equivalents](#)

Teacher Reference:

The recommended daily amounts for this age group are listed at the end of this lesson. What kids need to know at this age: These are the foods and portions required for a nutritious diet. This combination of different foods supplies our bodies with the nutrients needed for our health.

K–2 students should learn about the 5 Food Groups and the importance of eating a variety of nutritious foods. However, the detailed information about quantity and portion sizes can be taught in grades 3–5. For now, use concrete examples like the following to explain roughly how much they should have of each food group each day.

Here are the recommended daily guidelines for children ages 4–8:

Grains: 5 oz

Vegetables: 1 ½ cups

Fruits: 1–1 ½ cups

Milk/Dairy: 2 ½ cups

Protein Foods (Meat/Beans, etc.): 4 ounces

Portion Sizes – Cups and Ounces Equivalents

Examples: 1 slice of bread = 1 ounce-equivalent grains,

¼ cup of raisins = ½ cup-equivalent fruit

A 3-ounce piece of chicken is the size of a deck of cards

Fruit Group

1 medium bunch of grapes (about 50 grapes) = 1½ cup-equivalent

¼ cup of raisins = ½ cup-equivalent fruit

1 small apple counts as 1 cup-equivalent

1 snack container of applesauce (4oz) = ½ cup-equivalent fruit

1 large banana = 1 cup-equivalent

8 large strawberries = 1 cup-equivalent

1 small orange counts as ½ cup-equivalent

½ cup of 100% orange juice (4 fluid ounces) counts as ½ cup-equivalent

Vegetable Group

6 baby carrots or 1 medium carrot = ½ cup-equivalent (Red and Orange subgroup)

1 large stalk of celery = ½ cup-equivalent (Other Vegetables subgroup)

1 small ear of corn (6" long) = ½ cup-equivalent (Starchy subgroup)

1 large baked sweet potato = 1 cup-equivalent (Red and Orange subgroup)

1 medium baked or boiled potato = 1 cup-equivalent (Starchy subgroup)

1 cup of baby spinach (raw) = ½ cup-equivalent (Dark-Green subgroup)

1 cup of romaine lettuce = ½ cup-equivalent (Dark-Green subgroup)

1 cup of iceberg lettuce = ½ cup-equivalent (Other Vegetables subgroup)

½ cup of pinto beans (cooked) = ½ cup-equivalent (Beans and Peas subgroup*)

Grains Group

- 1 slice of 100% whole wheat bread = 1 ounce-equivalent (Whole Grains subgroup)
- 1 flour tortilla (8" diameter) = 2 ounce-equivalents (Refined Grains subgroup*)
- ½ large bagel = 2 ounce-equivalents (Refined Grains subgroup*)
- 1 large muffin = 3 ounce-equivalents (Refined Grains subgroup*)
- 2 whole-grain waffles = 2 ounce-equivalents (Whole Grains subgroup)
- 1 cup of cooked macaroni, noodles or pasta = 2 ounce-equivalents (Refined Grains subgroup*)
- 1 sandwich roll (2½ ounces) = 2½ ounce-equivalents (Refined Grains subgroup*)
- 1 piece of cornbread (2½" by 2½") = 2 ounce-equivalents (Refined Grains subgroup*)
- 3 cups of popcorn = 1 ounce-equivalent (Whole Grains subgroup)
- 5 whole wheat crackers = 1 ounce-equivalent (Whole Grains subgroup)
- 7 saltine crackers = 1 ounce-equivalent (Refined Grains subgroup*)
- ½ cup of oatmeal (cooked) = 1 ounce-equivalent (Whole Grains subgroup)
- 1 cup of whole wheat cereal flakes = 1 ounce-equivalent (Whole Grains subgroup)
- 1 cup of corn flakes = 1 ounce-equivalent (Refined Grains subgroup*)
- ½ cup portion of cooked brown rice = 1 ounce-equivalent grains (Whole Grains subgroup)
- 1 cup of white rice (cooked) = 2 ounce-equivalents (Refined Grains subgroup*)

Dairy Group

- 1 cup of yogurt (made with milk or soymilk) = 1 cup-equivalent dairy
- 1 snack size container of yogurt (4 ounces) = ½ cup-equivalent dairy
- 1½ ounces portion of cheddar cheese = 1 cup-equivalent dairy
- 1 cup frozen yogurt = 1 cup milk
- 1 slice of processed cheese = ⅓ cup milk

Protein Foods Group

- 1 large egg = 1 ounce-equivalent protein foods
- 2 tablespoon of peanut butter = 2 ounce-equivalents protein foods
- 1 ounce portion of walnuts = 2 ounce-equivalents protein foods
- ½ cup portion of black beans = 2 ounce-equivalents protein foods
- 4 ounce portion of pork = 4 ounce-equivalents protein foods

Food	Portion Size	About the Size of...
Grains Group		
Bread	1 ounce or 1 regular slice	CD cover
Dry cereal	1 ounce or 1 cup	Baseball
Cooked cereal, rice or pasta	1 ounce or ½ cup	½ baseball
Pancake or waffle	1 ounce or 1 small piece (6 inches)	CD
Bagel, hamburger bun	1 ounce or ½ piece	Hockey puck
Cornbread	1 piece	Bar of soap
Fruits Group		
Orange, apple, pear	1 small fruit (2½ inches in diameter)	Tennis ball
Raisins	¼ cup	Golf ball
Vegetables Group		
Baked potato	1 medium	Computer mouse
Vegetables, chopped or salad	1 cup	Baseball
Dairy Group		
Fat-free or low-fat milk or yogurt	1 cup	Baseball
Cheese	1½ ounces natural cheese or 2 ounces processed cheese	9-volt battery
Frozen yogurt	½ cup	½ baseball
Protein Foods Group		
Lean beef or poultry	3 ounces	Deck of cards
Grilled or baked fish	3 ounces	Checkbook
Peanut butter	2 tablespoons	Ping-pong ball
Oils		
Margarine	1 teaspoon	Standard postage stamp
Oil or salad dressing	1 teaspoon	Standard cap on a 16-ounce water bottle

Source: Academy of Nutrition and Dietetics

<https://www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/kids-and-portion-control>

Part C. Healthy Snacks – High Five!

Time Frame: 40 minutes

Materials for Activity:

- Food items for Mini-Plate Snack (see below)
- Paper plates and paper cups
- Computer with Internet access
- Copies of lyrics to the “Alive With Five Groups” song

Teacher Preparation:

Set up a snack station for students with paper plates, cups, and foods from as many food groups as possible. For example:

- Whole-grain crackers (Grains Group)
- Cheese cubes or slices (Dairy Group)
- Grapes or apple slices (Fruit Group)
- Mini carrots (Vegetable Group)
- Orange juice fortified with calcium (Dairy and Fruit Groups)
- Or water to drink

Instructions:

Part 1. Mini-Plate Snack Session

Wash hands!

Q: Before we have our snack, what do we need to do?

A: Wash our hands! [Go first in line to model how to thoroughly wash your hands.

Wait until all students have washed their hands before beginning.]

Set guidelines.

Tell students in advance how many they may have from each group. For instance: 2 crackers, 2 cheese chunks (or 1 cheese slice), 2 apple slices or 6 grapes, 2 mini carrots. Point to each food group as you give your instructions.

Ask an essential question.

Q: What makes a snack healthy and balanced?

A: Combining as many of the food groups as possible. Think of a snack as a mini meal! What makes up the most of your snack plate? Fruits and vegetables, just like a main meal.

Now eat, drink and enjoy!

If students are thirsty after the first cup of water or juice, let them have a glass of water. Tell them that doctors say they should drink about 6 cups of water a day!

Part 2. Learn the Lyrics: Alive With Five!

Print out the lyrics to the “Alive With Five Groups” song (found at the end of the lesson) and pass out a copy to each student.

Download the song and play it for the class. Explain that you want them to listen to the words and try to learn the verses over the next few classes. Then, you’d like them to sing it as a group on the last day of this lesson unit.

Play the song two or three times. Encourage students to “act it out” and think of creative movements to match the words and messages.

Audio File: [“Alive With Five Groups”](#)**Extensions:**

For the rest of class time, pick one of these tie-in activities:

Food Songs & Videos

[PBS Kids: Fizzy’s Lunch Lab | Food Songs & Videos](#)

These funny videos and songs with clever lyrics will keep students engaged while learning key content. Includes: Food Rainbow, Ballad of Fiber, Feast of the Seven Seas, Fruit is Nature’s Candy, Veggie Fever, Calcium Yum Yum, and Wheat is Sweet.

Food Games & Coloring Pages

[MyPlate Maze](#) (K–2)

Lead the MyPlate pal through the maze and help her find foods from each food group along the way.

[Crack the Secret Code](#) (Grade 2)

Use your detective skills and the code at the right to complete the sentences.

[Whole Grains Fact Sheet & Coloring Page](#)

[Fruits Coloring Pages](#) | Produce for Better Health Foundation

[Healthy Message Activity Pages](#) – Action for Healthy Kids

Consume 3 servings of dairy each day

Make half of your plate fruits and vegetables

Consume 5 servings of fruits and vegetables each day

Focus on Fruits resource lesson plans and worksheets

Vary your Veggies lesson plans and worksheets

[Fruits Coloring Pages](#)

[Fruit & Veggies “More Matters” Coloring Pages](#)

Family Connection:**MyPlate at Home: Tips for Families With School-Age Children**

The [MyPlate at Home](#) guide offers some fun and easy tips for building healthier family meals that include the five food groups. Healthy eating patterns can work for anyone, accommodating their traditions, culture, and budget. Click on the link or read below:

Make half your plate fruits and vegetables—on a budget

- Fresh, frozen, and canned fruits and vegetables are all smart choices. Look for sales and buy some of each to last until your next shopping trip.
- Choose frozen vegetables that do not have added fat, salt, or sugars.
- Buy canned fruits packed in “100% juice” or water.
- Look for canned vegetables that say, “No added salt.”
- For additional tips, check out MyPlate’s Healthy Eating on a Budget <https://www.choosemyplate.gov/budget>

Start every day the whole-grain way

- Serve whole-grain versions of cereal, bread, or pancakes at breakfast.
- Whole grains with more fiber will help your kids feel fuller longer so they stay alert in school.
- Choose foods with “100% whole wheat” or “100% whole grains” on the label. Or check the ingredient list to see if the word “whole” is before the first ingredient listed (for example, whole-wheat flour). If it is, it’s whole grain.

Milk matters

Children of every age, and adults too, need the calcium, protein, and vitamin D found in milk for strong bones, teeth, and muscles.

- Drink milk at meals.
- If you’re lactose intolerant, try lactose-free or lactose reduced milk or calcium-fortified soy beverage

Standards Alignment | Students will:**National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Common Core Standards > Math > Measurement & DataDescribe and compare measurable attributes:

CCSS.MATH.CONTENT.K.MD.A.2 – Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Classify objects and count the number of objects in each category:

CCSS.MATH.CONTENT.K.MD.B.3 – Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Common Core Standards > Math > Counting & CardinalityCount to tell the number of objects:

CCSS.MATH.CONTENT.K.CC.B.4 – Understand the relationship between numbers and quantities; connect counting to cardinality.

Compare numbers:

CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Common Core Standards > Math > GeometryReason with shapes and their attributes:

CCSS.MATH.CONTENT.2.G.A.3 – Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Common Core Standards > English Language Arts > Speaking & Listening**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

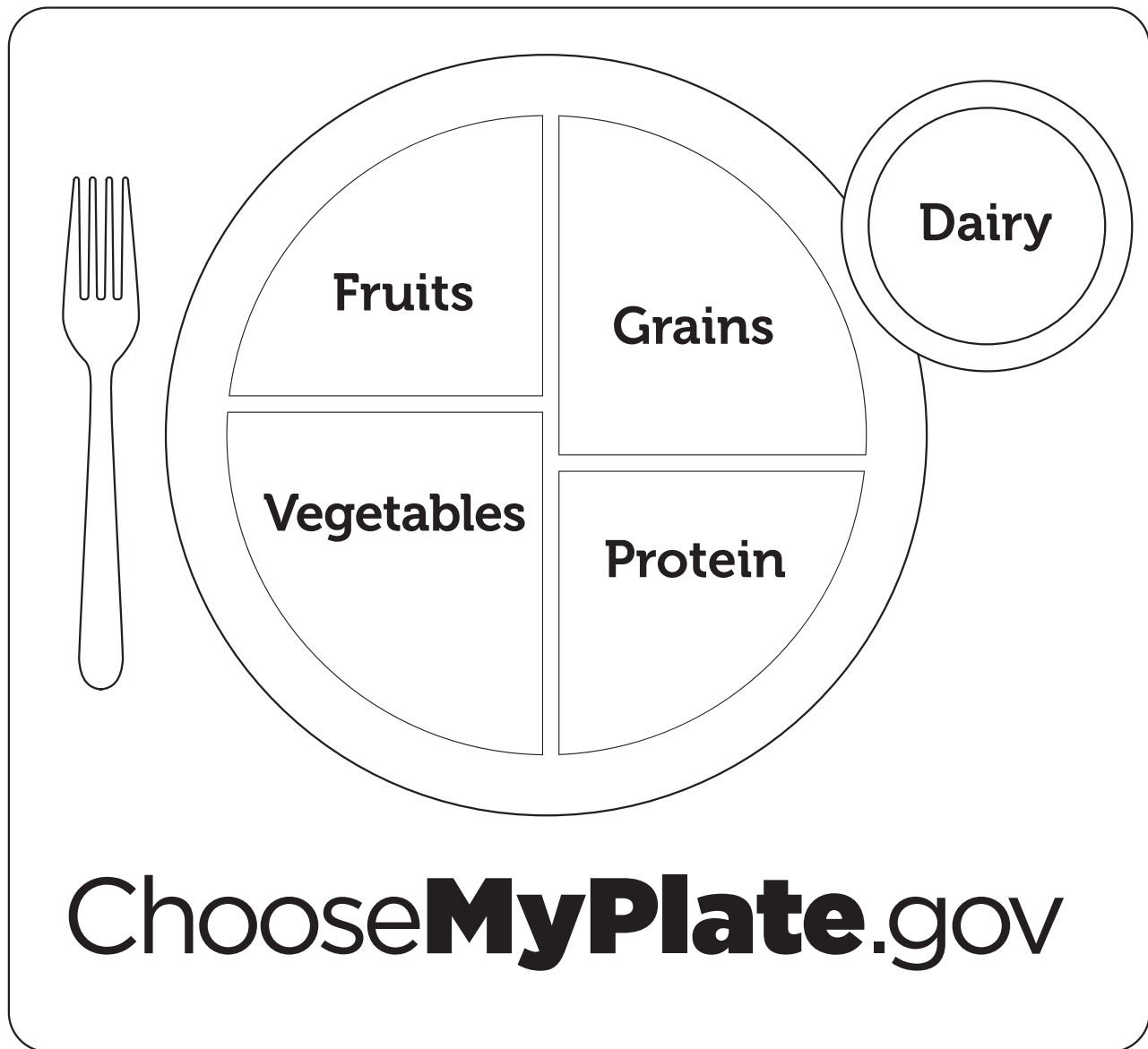
CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

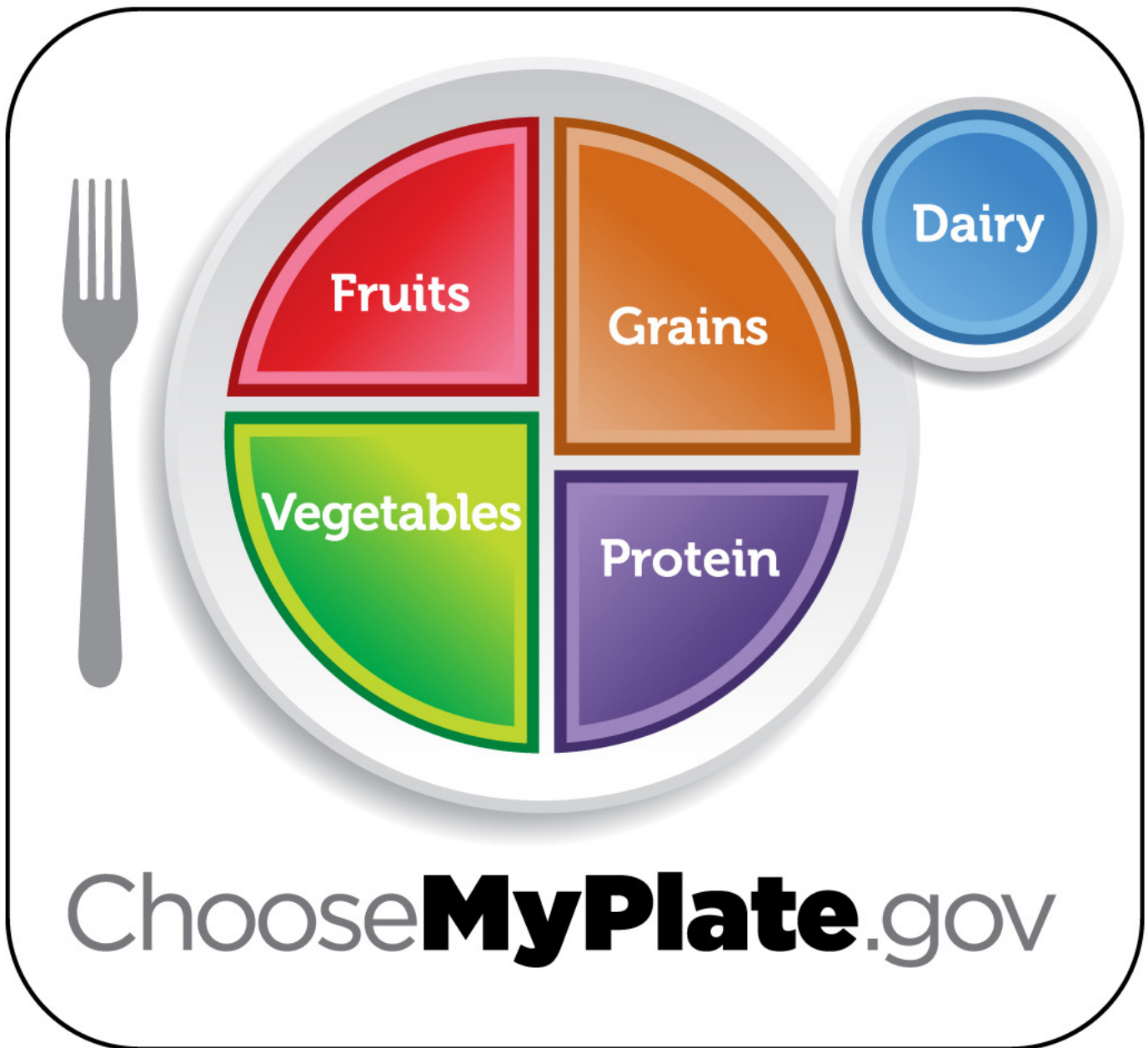
CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Worksheets & Downloads:





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

Meal Planning



“Alive With Five Groups”

Song Lyrics:

(Talking about the five food groups, what they are
and what they help do)

Banana is a fruit, broccoli is a veggie

Rice is a grain, chicken is a protein food

Milk is dairy, and now we’ve got five

We’re going to feel our best (uh huh), we’re going to feel alive!

Chorus:

Alive, with five, both you and I

Alive with five, let’s give them a try

Fruits and vegetables, dairy and grains

Add to that a protein food and you’ll be on your way!

So many fruits and vegetables are good for me

Some help me heal my wounds, or give me more energy

Sometimes I like to eat them with some meat, bread, and cheese

These five food groups give me what I need, wouldn’t you agree?

Chorus:

I’ve got a red apple (a fruit, a fruit)

And green spinach leaves (a vegetable, a vegetable)

I toasted up some bread (a grain, a grain)

With some low-fat cheddar cheese (that’s dairy, that’s dairy)

A few slices of turkey (a protein food, a protein food)

That’s a fine-looking plate (my plate, my plate)

If you want to be healthy, if you want to feel your best

These five food groups are the key to your success!



LESSON PLAN B

Food Fact Fun

Time Frame: Two to three 40-minute sessions

Learning Objectives:

- Identify the importance of nutrients and learn how they help make us healthy.
- Learn about the different nutrients found in different types of fruits and vegetables.
- Identify a range of different types of fruits and vegetables in each color of the rainbow.
- Understand the importance of a balanced diet.

Materials for Lesson Plan:

- Flip chart with paper (or whiteboard)
- Black marker and scissors (for teacher)
- Computer with Internet access (optional)
- Visual references of fruits and vegetables (from newspaper supermarket circulars, library books, etc.)
- Pipe cleaners in rainbow colors (optional activity): Red, orange, yellow, green, blue, purple
- Fruits and vegetables (see individual activity lists)
- Cutting board
- Kitchen knife (for teacher)
- Bowls or plates
- Paper and pencils for note-taking
- Toothpicks for food sculptures
- Copies of “10 Questions Game Cards” page

Part A. Rainbow Foods Challenge

Time Frame: 40 minutes

Materials for Activity:

- Flip chart with paper (or whiteboard)
- Black marker
- Computer with Internet access (optional)
- Visual references of fruits and vegetables (from newspaper supermarket circulars, library books, etc.)

Discussion: Rainbow Connections

Q: Which two food groups should you try to eat more of every day?

A: Fruits and vegetables

Fruits and vegetables are a healthy way to get the **nutrients** and **energy** your body needs to feel and look good.

Q: How much room should fruit and vegetables take up on your plate?

A: Half your plate!

Q: Different fruits and vegetables have different types of nutrients (like vitamins, minerals and fiber). What's a good way to get a good balance of those nutrients?

A: By "eating a rainbow" of fruits and vegetables every day!

Make a List of Rainbow Foods

Let's make a list as a class of all the different fruits and vegetables you can think of in each color of the rainbow. [Do this on a whiteboard, blackboard or flip chart. Write the names of each color category horizontally across the paper.]

Help me out as I write the names of each color. [Red, Orange, Yellow, Green, Blue, Purple*]

*You are right if you named Indigo and Violet as the 6th and 7th colors of the rainbow. But for this activity, it's easier to just say Purple.

Now let's see how many we can think of for each color. Start with, "Name a fruit that's red..." Brainstorm as a class until you have 5–10 fruits/vegetables in each color category. If students are excited to name more, keep going. See this [Fruit and Veggie Color List](#) from the "More Matters" website for reference. Here are some ideas to get started:

Red strawberries or peppers; orange tangerines or sweet potatoes; green grapes or broccoli; white pears, mushrooms or onions; purple plums, cabbage or olives.

Continue your discussion with these key points:

Fruits: All kinds count!

What kinds count? Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Eating the whole fruit is better than drinking just its juice. This is because fiber is lost during the juicing process. Learn more here: www.choosemyplate.gov/fruit

Vegetables: Who's in your group?

Veggies are divided into different subgroups — each with different types and amounts of vitamins and minerals. That's why it's important to mix things up! Learn more here: www.choosemyplate.gov/vegetables

Vegetables: [Focus on different colors rather than formal subgroups for this age group.]

Dark-green vegetables: Broccoli, kale, bok choy, and romaine lettuce

Red and orange vegetables

Variety is the spice of life! Eat a variety of:

Raw and cooked vegetables

Colors of vegetables (eat the rainbow!)

Fun Fact:*

Which food group do you think the following food belong to: Peppers, tomatoes, squash, cucumbers and pumpkins. Vegetables? That's what most people think, but they are actually fruit! A fruit is something that contains the seeds of a plant. Have you ever scooped the pulp and seeds out of a pumpkin to carve a jack-o-lantern? The seeds are a clue. A pumpkin is a fruit, not a vegetable!

Teacher Reference:*** Fruits vs. Vegetables**

Why does the ChooseMyPlate.gov website include tomatoes and avocados in the Vegetable Group instead of the Fruit Group?

A number of foods that are considered fruits by botanists are part of the Vegetable Group. For example, tomatoes, avocados, eggplants, cucumbers, green peppers, zucchini, butternut squash and others are classified as fruits by botanists because they are the fleshy plant part surrounding its seeds. However, for nutritional and culinary purposes, these foods are considered to be vegetables rather than fruits. The nutritional classification of foods considers not just botany, but a food's nutrient content, use in meals, and taste. The Fruit Group includes botanical fruits that are sweet and/or tart in taste — those which are usually thought of as fruits by consumers. The Vegetable Group, on the other hand, includes those botanical fruits that are not sweet or tart and are usually consumed along with other vegetables or as a vegetable.

Activity Choice #1: Rainbow Foods & Friendship Bracelets**Materials for Activity:**

- Color illustration of a rainbow to display
- Pipe cleaners in rainbow colors:
- Red, orange, yellow, green, blue, purple
- Raw fruits and veggies in the 6 colors (2 types of each if possible)
- Checklist to track which students have tried which foods

Overview:

Students help prepare and then try samples of a variety of fruits and veggies in a rainbow of colors. By playing a key role in the prep activities, they learn basic kitchen skills. While trying different foods, they expand their horizons and discover new tastes and textures.

After trying one food from 5 of the 6 colors of the rainbow, they can choose one pipe cleaner to make into a bracelet. If they choose to do another round and eat another 5 samples (from 5 of the 6 rainbow colors), they can choose a second pipe cleaner, in a second color. Then they can twist the two pipe cleaners around each other to make a bracelet.

Instructions:

Prepare a variety of fruits and veggies in a rainbow of colors. Serving sizes should be small, as the emphasis is on trying a variety of different foods.

Make prep time a key part of this activity by getting students to help with the cleaning, sorting or chopping. Let them help in various age-appropriate ways, for instance:

Scrub vegetables like carrots with a sponge or vegetable scrubber. Wash apples and peppers.

Pour water for classmates, using small pitchers of water into cups. Chop some fruits and vegetables with a blunt knife, under teacher supervision.

Peel carrots and cucumbers with a peeler, under teacher supervision.

Wash tables with a soapy sponge before and after, wash and dry cutting boards, wash fruits and vegetables and wash everyone's hands.

Set up a table with different foods on different plates, categorized by color. Line up the plates in the order of the colors in a rainbow: red, orange, yellow, green, blue, purple.

Tell students they may try one serving of food from each plate. (Decide on the serving size based on the amount of food available. Make them small enough so that they can have seconds the next time around. For example: Two grape halves, one banana chunk, two baby carrots...

Each time they try a different food, make a check mark next to their name.

For every 6 different colors of food they try, they can get one pipe cleaner in the color of their choice to make a bracelet. Then they can have a second round, eating one food from each color group again.

When they've had one from each of the 6 colors, they get another pipe cleaner in their choice of color.

Then they can twist the two colors together to make a friendship bracelet.

Activity Choice #2: Rainbow Snack Stations

Materials:

Fruits and vegetables (see below)

Cutting board

Kitchen knife (for teacher)

Bowls or plates

Paper and pencils for note-taking

Toothpicks for food sculptures

Set up some snack stations for sampling different varieties and colors of food. Keep in mind these are just samples, so there's no need to purchase large quantities of food.

Instructions and Prep:

Have students taste different varieties of each type of food and note their observations. Older students should write notes to describe the taste of each food they try. As an extension, they may do research to identify the nutrients in each type as well.

Pick a Pepper

Cut up strips of peppers — and ask kids to compare the taste of each different color. Which is the sweetest? Which do they like best?

Red peppers

Yellow peppers

Orange peppers

Green peppers

Purple peppers (if available)

Curious Carrots

Orange carrots

Red carrots

Purple carrots

White carrots

Other Rainbow Foods Ideas:

Color Theme: Serve a variety of fruits and vegetables all of one color (e.g., yellow peppers, pineapple, corn, star fruit...)

Vitamin C Special: Research the best sources of this nutrient and present a multi-colored assortment.

Green Vegetables: Provide low-fat ranch dressing or dip with a selection of raw vegetables: string beans, pea pods, zucchini, broccoli, etc.

Rainbow Sculptures: Make an edible sculpture with 5 different colored foods. It can be anything you like: a food creature, a veggie monster, a banana boat, a work of art. Let your imagination run wild!

Rainbow Song and Video

[PBS Kids: Fizzy's Lunch Lab / Food Songs & Videos](#)

These funny videos and songs with clever lyrics will keep students engaged while learning key content. Look for the song about the Food Rainbow!

Family Connection:

[Crunchy Rainbow Wrap](#)

Try this tasty rainbow foods-themed recipe at home!

Frozen Foods: Convenient and Nutritious!

Make a snack or meal recipe at home using frozen and/or canned fruits and vegetables.

[Frozen foods meal planning and prep guide from EatRight.org.](#)

Buy fruit and vegetables in loose-pack plastic bags. You'll only need to pour out what you need; then immediately return what you don't use to the freezer.

Look for frozen fruits as an option when fresh fruits are out of season. Choose frozen fruit without added sugars in the ingredients list. To help frozen fruit keep its shape, serve while it's still somewhat frozen. Frozen fruit bars make a nutritious snack, too.

Choose frozen plain vegetables or those made with low-sodium sauces.

Canned Food Recipes

To help ease the stress of meal planning, budgeting and managing busy schedules, the Canned Food Association created the concept of "Just Add One" – one canned ingredient, that is – to make healthier, tastier dishes faster. [See the Just Add One recipes here.](#)

Part B. Fun Food Facts

Time Frame: 40 minutes

Key points to remember about food choices and meal planning for K–2:

Strive for Five.

Eat a mix of foods across all food groups. Choose foods and beverages from all 5 food groups — vegetables, fruits, grains, dairy, and proteins — not just 1 or 2 of them.

Mix it up!

Eat a mix of foods within each food group. For example, each week try eating several types of vegetables. How many colors can you eat in one week? Switch up the protein foods you eat, too — for example, if you like to eat a peanut

butter sandwich every day, try something new – like a tuna sandwich or hummus with whole-grain crackers and carrots or celery.

Eat a Rainbow!

Food Study Prep

Use the following talking points to teach students some key facts about nutrition. Tell them they need to study before playing the 10 Questions Game in the next session!

Q: Which two food groups should you try to eat more of every day?

A: Fruits and vegetables

Fruits and vegetables are a healthy way to get the **nutrients** and **energy** your body needs to feel and look good.

Q: Which food group is most important for building strong bones and teeth?

A: Dairy

Dairy products contain **calcium**, which is very important for children and teens who are still growing. The Dairy Group includes most foods made from milk, including yogurt and cheese. Calcium-fortified soy milk also counts as a dairy food.

Q: Along with soy milk, can you think of other calcium-rich foods that do not contain milk?

A: Almonds and broccoli are both good sources.

Q: Can you think of a food that belongs in two food groups?

A: Beans and peas are in both the Protein Foods and Vegetables groups.

Q: Fill in the blank: Make sure half of your grains are _____.

A: Whole grains

Grains include any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more **fiber** and **nutrients**.

Q: Meat and chicken are part of the Protein Foods Group. Name another kind of protein that swims in the rivers or the sea.

A: Fish

Protein builds bones, muscles, blood and other body parts. Protein-rich foods keep us feeling full. The Protein Foods Group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into the protein food group.

Q: Name a kind of protein food that grows on trees or in the ground.

A: Beans, peas, soybeans, peanut butter, nuts and seeds.

Q: Name a type of food that you can cook with, spread on bread, drizzle on salads, or fry potatoes with.

A: Oils and fats. Examples are salad dressing, butter, margarine or liquid oil that comes in a bottle. Try to keep this type of food to 4 teaspoons a day.

Q: Doctors say we should all try to eat more foods rich in potassium. Potassium is a nutrient that's important for our brain, our heart and our muscles. Do you know of any foods that are high in potassium?

Clue: I'm thinking of a fruit that monkeys like to eat. (bananas)

Clue: I'm thinking of a melon that's orange. (cantaloupe)

Clue: I'm thinking of a vegetable that's sometimes mashed. (potatoes and sweet potatoes)

Clue: I'm thinking of a green "superfood" vegetable that's also high in calcium and vitamin C (broccoli)

Clue: I'm thinking of a dried fruit that starts out as a grape. (raisins)

Q: Vitamin D is another nutrient most people don't get enough of, especially during the winter. That's why it's often called the "sunshine vitamin." Can you guess which foods contain vitamin D?

A: Cheese, eggs, fortified orange juice or fortified cereal with milk are all good sources. Going outside to play for a half hour a day is also a great way to get vitamin D. The "sunshine vitamin" is good for our minds and our bodies.

Part C. 10 Questions Game: What Am I?

Time Frame: 40 minutes

Materials for Activity:

Copies of "10 Questions Game Cards" page
Scissors (for cutting pages into squares)

In addition to reinforcing content learned thus far, this game helps develop strategic thinking and communication skills.

Instructions:

Cut out game cards and hand one to each student, face down on their desk. Each card has the name of a food (e.g., chicken, egg, milk, bread, broccoli, banana, etc.) It also lists some clues and facts.

Tell students to look at their cards but to keep the information a secret!

Offer students the opportunity to come to your desk for help with reading words or understanding content.

How to Play:

Students take turns going to the front of the class to play the role of the food on their card.

They may do this individually or in pairs.

Classmates ask simple questions and try to guess the food type based on the answers given.

Give students ideas for possible questions to ask, such as:

Yes or No Questions:

Are you an animal?

Are you a plant?

Do you belong to the Dairy Group? (repeat for other food groups)

Are you sweet?

Are you crunchy?

Do you have seeds?

Simple Questions / One-Word Answers:

What's your main nutrient?

What do you taste like?

Are you usually eaten raw or cooked?

Where do you come from?

Are you an animal or a plant?

Are you covered in fur/feathers/scales?

Family Connection:

Use the 10 Questions game cards in the activity above to teach and test your family members. Make more game cards yourselves, using reference sources and information learned at school.

Community Connection: Visit a local farm or farmer’s market. Or ask a local farmer or farmer’s market representative to visit your classroom to present examples of different types of fruits and vegetables and to explain how they’re categorized into different groups (root vegetables, dark-green leafy vegetables, etc.).

Resources:

[Fruit and Veggie Color List](#)

Fruits & Veggies More Matters | Produce for Better Health Foundation

Standards Alignment | Students will:**National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Common Core Standards > English Language Arts > Speaking & Listening**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Worksheets & Downloads:

10 Questions Game Cards: “What am I?”

<p>Food Groups: Protein Foods and Vegetables (two groups!)</p> <p>Key nutrients include: Fiber</p> <p>Color: Brown, red, white, black, green</p> <p>I am a bean!</p>	<p>Food Group: Grains</p> <p>Color: Brown or white</p> <p>Where I come from: Bakeries</p> <p>Key nutrients include: Fiber</p> <p>I am bread!</p>
<p>Food Group: Protein Foods</p> <p>Key nutrients include: Vitamin D</p> <p>Color: Brown or white</p> <p>Where I come from: Chickens</p> <p>I am an egg!</p>	<p>Food Group: Vegetables</p> <p>Color: Green</p> <p>Key nutrients include: Vitamin C</p> <p>Where I grow: In the ground</p> <p>I am broccoli!</p>
<p>Food Group: Dairy</p> <p>Key nutrients include: Calcium</p> <p>Color: White</p> <p>Where I come from: Cows</p> <p>I am milk!</p>	<p>Food Group: Fruit</p> <p>Color: Yellow outside but white inside</p> <p>Key nutrients include: Potassium, fiber</p> <p>Where I grow: On trees</p> <p>I am a banana!</p>
<p>Food Group: Protein Foods</p> <p>Color: Silver, grey, blue, green, striped</p> <p>Where I come from: Oceans or rivers</p> <p>I’m covered in: Scales</p> <p>I am a fish!</p>	<p>Food Group: Dairy</p> <p>Color: White</p> <p>Key nutrients: Calcium, Protein</p> <p>Where I come from: Cows</p> <p>I am yogurt!</p>
<p>Food Group: Protein Foods</p> <p>Color: White or brown</p> <p>Where I come from: Farms</p> <p>I’m covered in: Feathers</p> <p>I am a chicken!</p>	<p>Food Group: Grains</p> <p>Color: Brown</p> <p>Key nutrients include: Fiber, Vitamin D</p> <p>Usually eaten with: Milk</p> <p>I am cereal!</p>
<p>Food Group: Vegetables</p> <p>Color: Orange</p> <p>Key nutrients include: Vitamin A, Potassium</p> <p>Where I grow: In the ground</p> <p>I am a sweet potato!</p>	<p>Food Group: Fruit</p> <p>Color: Orange</p> <p>Key nutrients include: Vitamin C</p> <p>Where I grow: On trees</p> <p>I am an orange!</p>



LESSON PLAN C

Eat to the Beat

Time Frame: Three 40-minute sessions

Learning Objectives:

- Express opinions and give factual information about health issues.
- Encourage others to make positive health choices.
- Comprehend ideas that promote a healthy lifestyle and enhance health.
- Identify the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use communication skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

Materials for Lesson Plan:

- Copies of the “Alive With Five” Song Lyrics
- Music player and playlist
- Computer with Internet access (optional)
- Construction or poster paper
- Colored markers, glue sticks, scissors
- Food pictures from supermarket circulars, etc.
- Leftover clip art from MyPlate activities
- Vegetables, olive oil, sea salt (see individual activities)
- Salad spinner or colander
- Paper plates or bowls
- Knives and cutting board
- Serving and eating utensils

Overview:

This lesson plan reinforces content and key messages learned in previous activities. It also introduces different types of food and music from around the world. The hands-on activities all incorporate music and are designed to be fun and engaging. After learning lots of facts about the five food groups and a variety of different foods and nutrients, students celebrate by preparing and sharing healthy snacks — like make-your-own salad and homemade salsa.

Part A. Food Songs & Slogans

Time Frame: 40 minutes

Materials:

- Construction paper
- Pencils and colored markers
- Copies of Meal Planning clip art worksheet
- Copies of the “Alive With Five” Song Lyrics
- Food pictures from supermarket circulars, etc.
- Leftover clip art from MyPlate activities
- Glue sticks and scissors
- Computer with Internet access (optional)

Part 1. Sing the “Alive with Five” song

Tell the class you’d like to begin by singing the “Alive with Five” song all together. Students were introduced to this song earlier in the Every Bite Counts unit (in Lesson Plan A > Activity C. Healthy Snacks – High Five!) and have practiced it at least twice.

1. Print out the lyrics to the “Alive With Five Groups” song (found at the end of the lesson) and pass out a copy to each student.
2. Download the song and play it for the class once to refresh their memories. Then, ask them to stand together and sing it as a group.
3. Encourage students to “act it out” and use creative movements to match the words and messages.

Audio File: “Alive With Five” Food Groups Song

This song can be downloaded from the choosemyplate.gov website as well.

Part 2. Spread the Message

A catchy slogan can really make a message stick! Make a poster or flyer focused on one of these slogans from My Plate:

- Vary your veggies
- Focus on fruit
- Get your calcium-rich foods
- Go lean with protein foods
- Make at least half your grains whole grains

Students in Grade 2 may also choose one from the “MyPlate Champions List” here:

- Eat more fruits and veggies. Make half your plate fruits and vegetables every day!
- Try whole grains. Ask for oatmeal, whole-wheat breads, or brown rice at meals.
- Re-think your drink. Drink milk or water.
- Focus on lean protein foods. Choose protein foods like beans, fish, lean meats, and nuts.
- Slow down on sweets. Eat sweets, like cakes or cookies, once in a while and in small amounts.
- Be active your way. Find ways to exercise and be active for at least 1 hour a day like walking to school, riding your bike, or playing a sport with friends.

Get inspired by listening to some of these songs before or during the poster-making activity:

Food Songs & Videos

[PBS Kids: Fizzy's Lunch Lab](#) | Food Songs & Videos

[Eat a Variety of Colors](#): A PSA from the Produce for Better Health Foundation

[The Whole Grain Train Song](#) | [Whole Grains Council](#)

Add your own illustrations or pictures from newspapers and magazines if you like. Use some leftover clip art from your MyPlate activities as well. Hang up your posters in the classroom, share them at a community event, or combine them all together on a bulletin board.

Part B. Garden Party

Time Frame: 40 minutes

Materials for Activity:

- Lettuce, salad greens and vegetables
- Olive oil
- Sea salt
- Salad spinner or colander
- Bowl and serving spoons
- Paper plates or bowls
- Plastic forks
- Knives and cutting board
- Serving and eating utensils
- Paper plates or bowls
- Music player and playlist

Even if you don't have a school garden of your own, you can still have a "garden party" to celebrate and sample all sorts of produce.

Part 1. Assign Kitchen Tasks

Assign different tasks, such as: lettuce washing, vegetable scrubbing/cleaning, vegetable peeling, passing out napkins and utensils, clean-up, etc.

- Identify the names of each type of vegetable they'll be preparing and each variety of lettuce or salad greens.
- Model each task before handing it off to an individual or group. Explain why you use a gentle stream of water to wash delicate lettuce leaves, show how dry the lettuce leaves in a colander or salad spinner or simply with a paper towel.
- Set up stations where kids can help wash and chop veggies like bell peppers, cucumbers and carrots. They can then be "add-ons" for the salad during serving time.

If there's enough food, allow students to have some small samples and ask them to describe the particular flavors of each.

Part 2. Make-Your-Own Salad

When tasks are finished, come back together to create one big salad. First mix the salad greens together in a large bowl, and then simply drizzle some olive oil over it and lightly sprinkle with sea salt. That's it! The main teaching point: Salad is simple! You can make it with just these three ingredients (lettuce, olive oil and salt) or use this as a base and add a variety of different colored veggies to make it more interesting (and nutritious).

Before you add any chopped veggies, allow each student to take a forkful of the plain dressed leaves. Many will be pleasantly surprised to find how much they like salad!

Now allow students to serve themselves a spoonful of each type of veggie. Dig in and enjoy!

Part 3. Relax and Reflect

Download and play some garden songs while you're eating or cleaning up. Or listen while preparing different vegetables as a class to make salad from different "veggie stations." Here's an old classic to get you all in a mellow mood:

[The Garden Song](#) performed by John Denver or Peter, Paul and Mary

Extension:

Watch the following video about city gardens with your class. You may watch it online or download it to your computer in advance.

Video: Community Gardening | PBS Kids in Action

<http://pbskids.org/arthur/health/nutrition/kids-action.html>

CitySprouts is a community gardening program that promotes healthy eating, hard work, and nature education in urban communities. Hear from the kids in the program as they plant and harvest vegetables and learn to cook new foods.

Community Connection:

Visit a local garden or farmer's market. Or invite a farmer to come join your garden party and give a talk and demonstration.

Teacher Resources:

[School Gardens Lesson Plans](#) | American Heart Association

Part C. World Food Fiesta!

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector
- World map
- (No food required)

This activity can serve as a culminating celebration of the many foods and food groups you've learned about in this unit. Here are some ideas for inspiration. Pick and choose what works best in your classroom.

Choice 1. Virtual Tour of International Foods

Take Your Taste Buds on a World Tour

Listen to this [song about foods from around the world](#) — falafel, gyros and more. You may watch the short video as a class or just listen to the music. Afterward, talk about the different kinds of foods in the song. Repeat the song if students need help remembering the different foods mentioned. Ask:

- Can you name a food from the song?
- Do you remember where this food comes from?

Point to the regions or countries on a world map when students correctly identify them. Or ask students to take turns pointing them out on the map while you help guide them to the correct areas. Then ask:

- Have you ever tried this food? Would you like to try it sometime?
- Does it remind you of another type of food? How are they similar?
- Can you think of another type of food from another part of the world?
- Do you need to travel far to try international foods? (No, you can find many different world foods in local city restaurants or supermarkets. Or, you can go to the library to find cookbooks and then make recipes at home with your family.)

Examples of Snacks:

Hummus and pita bread (Middle East)
Quesadillas (Mexico)

Examples of World Fruits:

Pomegranate (Iran)
Kiwi (national fruit of China)
Mangoes (national fruit of India, Philippines and Pakistan)
Lychee (canned) – Japan

Choice 2. “Chicks and Salsa!” Party

Build a fun food activity around this funny book! Start by reading this book aloud to the class. When you get to the parts that explain salsa recipes and ingredients, pause and tell students to listen carefully because after you finish the book you'll all be making salsa!

Materials for Activity:

- Book: [Chicks and Salsa](#) by Aaron Reynolds
- Salsa ingredients:
 - Plum tomatoes
 - Oil
 - Cilantro
 - Lime
 - Garlic or garlic powder
 - Lime
 - Salt and pepper
- Chopping board, knife for teacher
- Bowl and mixing spoons
- Tortilla chips

[Chicks and Salsa](#) by Aaron Reynolds

What happens at Nuthatcher Farm when the chickens get tired of the same old chicken feed? They whip up a scrumptious snack of chips and salsa, made with vegetables from the farmer’s garden. (Grade Level: K–3)

“The chickens are tired of eating the same thing every day, and the rooster knows only one thing that can stop their grumbling — a FIESTA!”

Eat to the Beat:

Why not combine this book/food activity with salsa music? Play the following song and see more resources at the end of this lesson.

Salsa Music (U.S. / Cuba / Puerto Rico)

All Around This World: Latin America

Listen to songs including: [10. Un Barco Chiquitito \(Cuban salsa\)](#)

Choice 3. “Dragons Love Tacos”

This hilarious book is always a hit! Making tacos at school is a lot of work, but making nachos or simplified tacos is more manageable. Decide in advance what kind of food you’d like to incorporate into this activity. Start by reading this book aloud to the class. Then tell students you’ll all be enjoying a mini taco snack (mild, not spicy!).

Materials for Activity:

- [Dragons Love Tacos](#) by Adam Rubin
- Nacho or mini taco ingredients:
 - Tortilla chips or shells
 - Canned pinto beans
 - Shredded cheese
 - Shredded lettuce
 - Mild salsa
 - Hot sauce (optional!)
- Chopping board, knife for teacher
- Plastic knives for students
- Bowl and mixing spoons
- Tortilla chips

[Dragons Love Tacos](#) by Adam Rubin

If you want to lure a bunch of dragons to your party, you should definitely serve tacos. But beware the hot salsa!
(Grade Level: Pre-K–2)

“Dragons love tacos. They love chicken tacos, beef tacos, great big tacos, and teeny tiny tacos. So, if you want to lure a bunch of dragons to your party, you should definitely serve tacos. Buckets and buckets of tacos. Unfortunately, where there are tacos, there is also salsa. And if a dragon accidentally eats spicy salsa ... oh, boy. You’re in red-hot trouble.”

Eat to the Beat:

Why not combine this book/food activity with salsa music? Play the following song and see more resources at the end of this lesson.

Salsa Music (U.S. / Cuba / Puerto Rico)

All Around This World: Latin America

Listen to songs including: [10. Un Barco Chiquitito \(Cuban salsa\)](#)

Choice 4. Snack Attack

How many food groups can you include in each snack?

Prepare some snacks using recipes in the [EZ Recipe Basket](#) (see pages 6–9):

Choose from healthy, balanced recipes including Salsas, Snack Mixes, Chips, Sweet Treats, Wellness Beverages and Rainbow Recipes.

Playlist: Songs about food

Teachers, you might choose to create a playlist of food-themed songs, either upbeat or mellow, to play while kids enjoy making and eating snacks.

[Jambalaya \(on the Bayou\)](#) by Hank Williams

[Coconut](#) by Nilsson

Teacher Resources:

All Around This World: Songs for Kids

[All Around This World](#)’s interactive world music for kids introduces families to almost 300 songs that originate from more than 100 countries. [Listen to world songs for kids here.](#)

Family Connection:

Video: Cooking With Kids

<https://www.eatright.org/for-kids>

Bring kids into the kitchen to learn lifelong cooking and food safety skills. Start with these age-appropriate tasks and enjoy spending time together! Check out other videos and resources as well from Kids Eat Right, part of the Academy of Nutrition and Dietetics.

<https://www.eatright.org/for-parents>

Food Safety Tips:

- Wash hands well with warm, soapy water.
- If anyone has long hair, be sure to tie it back in a pony tail.
- Remember to supervise kids in the kitchen.
- Remind them to not lick their fingers or eat any raw ingredients.

Age-Appropriate Tasks:

- Kids age 6–7 year can help peel raw fruits and vegetables, crack eggs into a bowl, measure dry ingredients, and shuck corn on the cob.
- Kids age 8–9 can do a wide range of tasks, such as using a can opener, pounding chicken on a cutting board, beating eggs, and juicing a lemon.
- Kids age 10–12 can be your sous chef – with your supervision. They can slice and chop vegetables for a recipe, boil pasta, use the microwave, and bake food in the oven.

Healthy Kid Recipes

<https://www.fruitsandveggiesmorematters.org/kid-friendly-healthy-recipes>

Creative and kid-friendly fruit and vegetable recipes from the “Fruit & Veggies: More Matters” website (Produce for Better Health Foundation).

Standards Alignment | Students will:**National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8. Advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Common Core Standards > English Language Arts > Reading: Literature**Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

Common Core Standards > English Language Arts > Speaking & Listening**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA.LITERACY.SL.1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Worksheets & Downloads:

“Alive With Five Groups”

Song Lyrics:

(Talking about the five food groups, what they are
and what they help do)

Banana is a fruit, broccoli is a veggie

Rice is a grain, chicken is a protein food

Milk is dairy, and now we’ve got five

We’re going to feel our best (uh huh), we’re going to feel alive!

Chorus:

Alive, with five, both you and I

Alive with five, let’s give them a try

Fruits and vegetables, dairy and grains

Add to that a protein food and you’ll be on your way!

So many fruits and vegetables are good for me

Some help me heal my wounds, or give me more energy

Sometimes I like to eat them with some meat, bread, and cheese

These five food groups give me what I need, wouldn’t you agree?

Chorus:

I’ve got a red apple (a fruit, a fruit)

And green spinach leaves (a vegetable, a vegetable)

I toasted up some bread (a grain, a grain)

With some low-fat cheddar cheese (that’s dairy, that’s dairy)

A few slices of turkey (a protein food, a protein food)

That’s a fine-looking plate (my plate, my plate)

If you want to be healthy, if you want to feel your best

These five food groups are the key to your success!