

INTRO TO MY PLATE (Grades 1-3)

Focus Lesson: Reading Charts

Materials:

Giant *My Plate* (www.choosemyplate.gov)

Blank Student *My Plate* worksheets
12-18 paper bags with labels
15-18 foods per group

Food Guide Pyramid Becomes a Plate on:

<http://kidshealth.org/kid/nutrition/food/pyramid.html#>

Choose My Plate on:

<http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html>

Time: At least 1 hour

*Common Core Standards:

CCSS.ELA-Literacy.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Thinking Skill: Reading Charts

Objective:

Students will know what *My Plate* is and what it looks like
Students will understand the purpose of a balanced diet
Students will recognize healthy serving sizes of different food groups

Connection:

Begin by reading *Food Guide Pyramid Becomes a Plate* on kidshealth.org as a class.

Eating balanced diets and exercising are two things we can do to help us live the happiest and healthiest lives possible. If you treat your body right, it will give you the energy and strength you need to accomplish all of your favorite activities. In order to do that though, we must learn what a balanced diet is and how we find or make one!

Reveal a picture of *My Plate* on white board/smartboard

- Does anyone know what this is a picture of?
- Why is it important to be physically active every day?
- Why do we have *My Plate*? What do each of the sections stand for?
- Today we're going to learn as much about *My Plate* as we can and then play a game to test our knowledge.

Think you're up for the challenge?

Explicit Instruction:

Hand out student *My Plate* worksheet

- Let's test your knowledge of the different food groups
- First, who thinks they can name one of the food groups? (go until knowledge is exhausted)

Invite students to suggest foods for each of the food groups. Write their ideas on the board as they record their favorite suggestions on their own paper. Younger students may also enjoy illustrating their plates. Students should have at least 4 foods per group.

As students are participating, interject with where foods come from (from the ground, from plants, from trees, from factories, etc.)

Guided Practice:

Now that we have a better understanding of what foods go in what groups, let's test our knowledge. We're going to have a relay race!

Divide class into 2 or 3 teams

- Each team gets six bags labeled as food groups to run back and forth to

Instruct students on how to play game:

- Students line up to be able to run to bags at the end of line one at a time. Each student is handed a picture of a food with a label. Student must run to the bags and decide which food group the food fits into. Students take turns running and selecting the food groups for their team. Game ends when all foods have been placed in bags; also make note of what team finishes first.

Upon finishing game, go through each bag and make sure all foods are correctly placed. First place goes to the team who finished first AND sorted all foods correctly.

Reflection – Group Share:

- Great work today friends! I can already tell we've learned so much about different types of foods and where they belong on *My Plate*. Next we're going to learn about what a balanced diet is and how to figure out if the foods we're eating are good for us.

-Print out copies of *Choose My Plate* flier from <http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html> and distribute to students. Encourage students to bring this home and read with their parents.

Reading List:

<http://www.choosemyplate.gov/food-groups/>
<http://kidshealth.org/kid/nutrition/food/pyramid.html#>

Teacher Note:

This lesson can be used to introduce the study of nutrition and fitness.

Activities and questions were inspired by lessons from:

<http://www.pbs.org/teachers/includes/content/lunchlab/mypyramid.pdf>

The USDA is using My Plate in place of the Food Pyramid.

Information on the different food groups can be learned from either source (Plate or Pyramid).

The website- www.Choosemyplate.gov is a great resource for teachers, kids and parents.

[For the next lesson, What is a Balanced Diet?, students have the option to keep a Food Diary over the course of 1-2 days. Consider sending the Food Diary log home after this Intro to My Plate lesson so that students are ready for What is a Balanced Diet?

Consider sending home a letter explaining to parents that the class will be studying nutrition and exercise as a part of the next science unit, since students will be examining components of healthy meals and developing personal exercise plans.]



Paper Bag Labels

GRAINS	PROTEIN
FRUITS	VEGETABLES
DAIRY	

Sample Foods to Sort

FLOUR	BARLEY
RICE	WHEAT
BROCCOLI	ASPARAGUS
CARROTS	CUCUMBER
ARTICHOKE	EGGPLANT
PEAS	PUMPKIN

APPLES	PEARS
MANGO	GRAPES
BANANA	PAPAYA
STRAWBERRIES	TANGERINE
MILK	CREAM
MOZZARELLA	YOGURT

CHEDDAR CHEESE	COTTAGE CHEESE
ICE CREAM	CHICKEN
TURKEY	KIDNEY BEANS
BEEF	PORK
SAUSAGE	PEPPERONI
SALMON	TUNA

SHRIMP	HADDOCK
LOBSTER	CHICKPEAS
LIMA BEANS	PEANUTS
CASHEWS	SUNFLOWER SEEDS
CANDY	COOKIES
CAKE	CHOCOLATE