

MY PLATE: INTRO TO THE FOOD GROUPS

Focus Lesson: Reading Charts

Materials:

The Food Parade: Healthy Eating with the Nutritious Food Groups by Elicia Castaldi

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

Blank Student *My Plate* worksheets

5 paper bags with Food Group labels

Sample foods to sort labels (from the list below)- printed on differently colored paper for each team and cut prior to the lesson

***Name tags and markers (have both instructors and students fill out name tags at the beginning of class)**

Time:60 minutes

Afterschool Session: *Healthy Habits*

*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.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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 what it means to eat a balanced diet

Students will be able to place specific ingredients of certain meals on *My Plate* and identify whether the meal is balanced or not

Physical Activity:

Welcome to our first session of F.I.T. Club Healthy Habits! Can you think of some healthy habits?

Allow students to offer answers. Over the next 6 sessions we will be learning about the importance of balanced nutrition, physical activity (in various forms such as play and sports), limiting screen time, and developing regular bedtime routines in order to get the sleep our bodies need.

Every session will include physical activity to get the wiggles out, exercise our bodies, and help us concentrate. Each session will also involve reading a children's book aloud to the class that introduces the healthy habit that we'll explore that week.

Our physical activity today will allow instructors and students to learn each other's names while moving our bodies. Divide the class into four groups (or by the number of instructors). Instructors should position themselves in corners of the room with their small group. The instructors and students should introduce themselves while in their small groups. Each instructor will lead a 'mini-circuit' of safe physical activities. Try to include aerobic, strengthening, and flexibility exercises- such as running in



place, jumping jacks, sit-ups or plank, and yoga. After approximately 3-4 minutes, the groups will rotate. Instructors may want to set up timers on their phones to keep this activity running smoothly.

Mindfulness Activity:

Have students sit on the floor near the front of the room. Now that we have the wiggles out, it is time to switch gears. We will be reading a book called *The Food Parade*, and we want our minds to be able to focus. Has anyone heard of belly breathing? Invite answers. We are going to spend a minute taking deep breaths from our bellies as one way to practice mindfulness.

Interactive Read Aloud: *The Food Parade: Healthy Eating with the Nutritious Food Groups*

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!

BEFORE READING:

When you think about eating healthy foods, what kinds of foods do you think about? Fruits and vegetables are great for our bodies. But there are also other foods, like grains, dairy, and proteins that are very important to balancing our health. We need a balance of all of the food groups to get the nutrition needed for our bodies.

I'm going to read a story that explains the different food groups and why they are necessary to keep our bodies healthy. Let's get started! The type of book we're going to read today will give us information on the topic of food groups. A book like this is called an informational text because it explains what food groups are. The author wrote this book so people could learn about the food groups.

Draw a large empty circle (plate) on the whiteboard/smartboard.

DURING READING:

Read *The Food Parade: Healthy Eating with the Nutritious Food Groups* and pause with each double page spread and let children offer comments. It is important to explicitly read the various foods in the pictures to reinforce to which group the foods belong.

AFTER READING:

Who can tell me one of the food groups that we learned about in this text? Work with students to describe each food group. The food groups are very different from each other. We need a certain amount from each group in order to stay healthy. As we learned in the story, each group has different nutrients or vitamins that help our bodies stay healthy. Therefore it is essential to eat food from each group to keep a healthy balance in our bodies.

Connection:

What might make it easier for us to know if we are eating a balanced and nutritious meal?



That's right, the food groups!

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

- Does anyone know what this is a picture of?
- Why do we have *My Plate*? What do each of the sections stand for?
- Today we're going to learn about *My Plate* using what we have learned from our read aloud, and then play a game to test our knowledge.
- Think you're up for the challenge?!

Explicit Instruction:

Distribute labelled *My Plate* worksheets to every student (<https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/ColoringSheet.pdf>).

Create a class poster that explains the food groups. Use a large, circular piece of poster paper in the shape of a plate or use a large circle on the Smartboard. Separate the plate into sections and label each food group. As a class, fill in the details and some examples of each food group. Use the text as a resource to come up with ideas.

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. Students should have at least 4 foods per group.

Briefly discuss how sweets and treats are not bad for you if eaten in moderation, especially if our meals and snacks are balanced! Many sweets (cookies, cakes, etc.) belong to the Grains group. Each food group has many choices, and some are healthier than others, like (grains) a slice of whole grain bread versus a slice of chocolate cake or (vegetables) a fresh garden salad versus french fries. Again, reiterate that treats are not bad for you, but should be eaten in smaller and less frequent amounts!

Guided Practice:

Now that we have a better understanding of what foods go in what groups, let's test our knowledge.

Divide class into 4 teams (or by the number of instructors)

- Place the 5 *Food Group* labeled bags around the room
- Each team will be assigned a color and will be in charge of accurately sorting their foods into the correct *Food Group* bag (i.e. 4 sets of *Sample Foods* from the list below will be printed on yellow, blue, pink, and green paper, so that each team gets a set of foods). Make sure to cut the labels prior to the lesson!

Instruct students on how to play game:

- Divide students into equal groups depending on number of instructors (i.e. four groups of 4-5 students). Place labelled food group bags scattered around the room. In the small groups, each student is handed a food label. With guidance as needed, students must decide which food group the food fits into and then deposit the food into the appropriate bag. The game ends when all foods have been placed in bags; also make note of what team finishes first. Alternatively, allot a set amount of time for this activity



and when the timer goes off, the game is over.

Upon finishing game, go through each bag and make sure all foods are correctly placed.

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 week we are going to learn how to design a healthy and balanced meal for our families!

- Instructors may wish to review student *My Plates* to ensure that foods are labelled with the appropriate food groups and offer feedback as indicated prior to sending home.

Resources:

The Food Parade: Healthy Eating with the Nutritious Food Groups by Elicia Castaldi

How Did That Get in My Lunchbox? The Story of Food by Chris Butterworth

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

<https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/ColoringSheet.pdf>

For great handouts to send home with students see: <https://www.choosemyplate.gov/myplate-tip-sheets>

Teacher Note:

Activities and questions were inspired by lessons from:

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

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

Paper Bag Labels

GRAINS	PROTEIN
FRUITS	VEGETABLES
DAIRY	

Sample Foods to Sort

BAGEL	OATMEAL
RICE	PASTA
CAKE	COOKIES
BREAD	COUSCOUS
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
LENTILS	PEANUTS
CASHEWS	SUNFLOWER SEEDS