

DESIGN A DAY OF MEALS (Grades 1-3)

Focus Lesson: Designing a Menu

Materials:

Students' *My Plate* (pre-filled out with food groups)
Menu rough draft template
Menu final copy template

Build a Healthy Meal on:

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

Time:

Day One: 1 hour
Day Two: 1 hour

*Common Core Standards:

CCSS.ELA-Literacy.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-Literacy.W.2.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Thinking Skill: Meal Planning, Editing Rough/Final Drafts

Objective:

Students will use information they've gained about *My Plate* and balanced diets and design a menu that would allow someone to eat a whole day of balanced meals

Students will create meals that align with food groups on *My Plate*
Students will be able to edit their rough drafts and produce neat, final copies

Connection:

Today you are each the owner of a restaurant. Not just any restaurant, but a restaurant in New York City where all the athletes and professionals eat to make sure they're getting balanced meals and are at the top of their game. We should all try our best to eat healthy and balanced meals everyday with occasional treats of course! But for today, we're going to pretend we're serving real customers!

Explicit Instruction:

What do we already know about a balanced diet?
-What diagram can we use to help us figure out a balanced diet?
-Read *Build a Healthy Meal* as a class and write the 10 tips for healthy meals on Smartboard.
-How many meals a day should we serve?
-What food groups should we be serving the most of? The least of?



Guided Practice:

Our first task: pick your favorite athlete or role model that you're going to be serving today. I am going to choose David Ortiz.

- be prepared to help students figure out the names of specific people
- they may also pick cartoon characters

Alright, now, everybody is in charge of one breakfast, one lunch, and one dinner for your role model. Remember it should be as balanced as you can make it or your customer will not be pleased. We'll first do rough drafts of our menus, and then make some more professional looking.

Demonstrate on the board how you might outline a breakfast meal. Emphasize referencing *My Plate* while you're creating your meal.

Independent Practice:

Pass out menu outlines for students to organize their meals

Have students pull out their *My Plates*

Turn students loose to work on their meals

Walk around the room and assist students who are indecisive on what to serve

- What are some of your favorite meals your mom or dad makes for you?
- How could you make that healthier but still taste good?
- Can you come up with a creative name for that?

DAY TWO:

Have students pull out their rough draft menus.

Pass out pages for final copies

- Encourage neat handwriting, etc.
- Older students may be able to type on the computer instead of hand writing
- Students may decorate their menus

Reflection – Group Share:

Have students share their menus with 2-3 others and discuss why their plan was balanced.

Compile student menus into one book and place in classroom library.

Reading List:

Build a Healthy Meal on:

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

Teacher Note:

The USDA is using My Plate now in place of 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.

This lesson plan pairs well with Intro To My Plate and What is a Balanced Diet.



_____ 's Menu for _____
Student Name Role Model's Name

Breakfast

Lunch:

Dinner:

Dessert (optional):

MENU

Created by:

Created for:

BREAKFAST

LUNCH

DINNER

DESSERT

Sample Rubric

Student designed at least 3 meals for his/her menu:

1 2 3 4 5

Student included foods that fell into all groups of the food pyramid:

1 2 3 4 5

Student had reasonable amounts of food for each food group (i.e. more vegetables than fats and oils)

1 2 3 4 5

Student designed creative meals that indicate thought and consideration:

1 2 3 4 5

Student produced a neat, edited final menu:

1 2 3 4 5