

## CHICKEN AND EGGS ON MY PLATE

**Focus Lesson:** Chickens and Eggs on *My Plate*

**Materials:**

Paper  
Markers/colored pencils  
Books in reading list  
Copies of *My Plate* worksheet (attached or download from <http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>)

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

**Time:** 1 hour

**\*Common Core Standards:**

**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

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Thinking Skill: Identifying key details**

**Objective:**

Students will research different foods in the protein food group, including chicken and eggs, in terms of nutritional value.

Students will research different food groups to create Food Group Fact Cards.

**Connection:**

What are some of your favorite foods? While we all have things we like better than others, every food belongs to a specific food group. It is important that we eat foods from all food groups, but some foods are more nutritious than others.

Does anyone know what the word “nutrition” means?

Teacher can provide an example of 2 foods from the same food group with one having more obvious nutritional value such as a chocolate chip cookie and a slice of whole grain bread. Ask children to think of some examples within protein group (such as breaded and fried chicken versus grilled chicken breast) and across different food groups (such as a cookie and an apple).

**Explicit Instruction:**

Read narrative text from *The Food Parade: Healthy Eating with the Nutritious Food Groups* by Elicia Castaldi. Save details and captions for students to investigate on their own.

Does anyone have any prediction as to what groups Eggs and Chickens will fall under? Do you think they are in the same group, or different groups?

As a class, take a closer look at the “Protein” section in *The Food Parade*. Work together as a class to create a Protein Food Group Fact Card. This should include examples of healthy foods (i.e. lean meats, legumes, unsalted nuts) and less healthy foods in the group, and other important nutritional details.

You can research the food groups online with websites such as ChooseMyPlate.gov (<http://www.choosemyplate.gov/MyPlate>).

**Guided Practice:**

Divide students into 4 groups, in which they will use *The Food Parade: Healthy Eating with the Nutritious Food Groups* to create Food Group Fact Cards for the Vegetable group, Fruit group, Whole Grain group, and Dairy Group.

**Independent Practice:**

Give every student a blank *My Plate* (worksheet attached). While other groups are presenting their fact cards, students should draw or write in different foods that belong in each group. Students should use the information given by the presenting group on daily portions to determine where on the Plate to place each group (students may need help with the *My Plate* placement).

**Reflection – Group Share:**

Draw a picture of a meal with all food groups represented. Share your meal idea with the class, identify each food group as you do so.

Print copies of *With Protein Foods, Variety is Key* flier (from <http://www.choosemyplate.gov/ten-tips-with-protein-foods-variety-is-key>) and distribute to students. Encourage students to bring this home and read with their parents.

**Reading list:**

*The Food Parade: Healthy Eating with the Nutritious Food Groups* by Elicia Castaldi  
*The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller

**Website Resource:**

<http://www.choosemyplate.gov/MyPlate>

**Teacher Note:**

