

# MyPlate: Eating from the Five Food Groups

Grades: Kindergarten – Grade 2

<b>Goal</b>	To familiarize students with the five food groups which are the building blocks of a healthy diet.
<b>Objectives</b>	Students will: <ul style="list-style-type: none"><li>• Identify a variety of foods of plant origin;</li><li>• Classify plant foods, such as fruits, vegetables, and grains; and</li><li>• Identify the variety of foods of animal origin, such as eggs, fish, poultry, beef, and milk.</li></ul>
<b>Time</b>	50-60 Minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• "Choose MyPlate" Poster</li><li>• Food picture cards</li><li>• Garden stretches cards</li><li>• Blue painter's tape</li><li>• Activity cards</li><li>• A fruit or vegetable tasting for each student</li><li>• Harvest of the Month Educator Newsletter for featured produce item</li></ul>

<b>Common Core Vocabulary</b>	Nouns	Describing words (Adjectives)	Verbs
	protein, grains, vegetables, fruits, dairy	different, like	listen, discuss
<b>Pre-Assessment</b>	Explain to the students, that in this lesson they will learn about why it is important to eat different types of food. Ask them "Why do we eat food?" and "Can you name some of the foods that you like to eat?" Tell them that each of these foods belongs in its own food group. Say that they are going to use MyPlate to sort foods into food groups, and learn how much of each group they should eat to have a healthy diet.		
<b>Post-Assessment</b>	Say the following: "Today we learned about MyPlate and the food groups. What are some of the food groups we learned about? Name a food group and a food that belongs in it." Have students share out a food group and food representative of that group.		
<b>Health Education Standards Kindergarten aligned with Nutrition Competencies Grades K-2</b>	<p>Nutrition Competencies:</p> <ul style="list-style-type: none"> <li>1 – K -Identify a variety of foods of plant origin.</li> <li>1 – K -Classify plant foods, such as fruits, vegetables, and grains.</li> <li>1 – K -Identify the variety of foods of animal origin, such as eggs, fish, poultry, beef, and milk.</li> <li>1b – K – Name a variety of healthy foods and explain why they are necessary for energy and good health.</li> <li>1b – 1-2 – Classify various foods into appropriate food groups.</li> </ul>		
	Kindergarten- Life Sciences 2. c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).		

<p><b>Science Standards or other standards</b></p> <p><b>Grades K-2</b></p>	<p>Grade 1-Life Sciences 2. b. Students know both plants and animals need water, animals need food, and plants need light.</p> <p>Grade 2 Life Sciences 2. f. Students know flowers and fruits are associated with reproduction in plants.</p>
<p><b>Lesson Sequence</b></p>	<p>Listening/Speaking (in the garden) → Reading (in the classroom) → Writing (in the classroom)</p>
<p><b>Common Core Speaking and Listening Standards</b></p> <p><b>Grade K-2</b></p>	<p><u>Common Core Standards</u>- Listening and Speaking: Comprehension and Collaboration</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about (kindergarten/grade 1/grade 2) topics and texts with peers and adults in small and larger groups.</li> <li>• Follow agreed upon rules for discussions (i.e. - listening to others and taking turns speaking about the topics and texts under discussion).</li> </ul> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>• Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• Understand and follow one and two step directions.</li> </ul> <p><b>Grade 1</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text read aloud or information</li> </ul>

	<p>presented orally or through other media</p> <ul style="list-style-type: none"> <li>• Give, restate, and follow simple two-step directions</li> </ul> <p><b>Grade 2</b></p> <ul style="list-style-type: none"> <li>• Recount or describe key ideas from a text read aloud or information presented orally or through other media.</li> <li>• Give and follow three and four step oral directions.</li> </ul>		
<p><b>ELD Standards Listening and Speaking</b></p>	<p><b><u>Beginning/Early Intermediate</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions with one- to two-word responses, phrases or simple sentences.</li> <li>• Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</li> <li>• Recite familiar rhymes, songs, and simple stories.</li> </ul>	<p><b><u>Intermediate</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer instructional questions using simple sentences.</li> <li>• Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</li> <li>• Retell stories and talk about school-related activities by using expanded</li> </ul>	<p><b><u>Early Advanced/Advanced</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.</li> <li>• Narrate and paraphrase events in greater detail by using more extended vocabulary.</li> <li>• Negotiate and initiate social conversations by questioning, restating, soliciting</li> </ul>

		<p>vocabulary, descriptive words, and paraphrasing.</p> <ul style="list-style-type: none"><li>• Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</li></ul>	<p>information, and paraphrasing the communication of others.</p>
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**Procedures  
In the Classroom**

**Introduction** (15 minutes)

Administer this pre-assessment.

Show the class the "Choose MyPlate" poster. Explain that MyPlate is a tool to help them understand how to eat in a healthy way. Name the different food groups. Display an example of each group using the food cards. Point out the relative sizes of each food group on the poster and how they refer to how much of each group we should be eating. Lead the students through the following chant.

- Grains: make at least half your grains whole.
- Vegetables: vary your veggies.
- Fruits: focus on fruits.
- Dairy: get your calcium-rich foods.
- Protein: go lean with protein.

Transition to the outdoor garden classroom. Review class rules. Pre-view the ideas that they will be talking about in the garden.

## Procedures in the Garden

Note: The next two activities can be run simultaneously with a co-teacher, or may be taught separately. (10–15 minutes for each station)

### Station A: Getting to Know MyPlate

Materials:

- Choose MyPlate poster
- Laminated food cards
- Blue painter's tape

1. Sit students in a semicircle around the MyPlate poster. Explain that they will be looking at different foods and determining which food groups they belong in. Review the food groups on MyPlate. Model selecting a food item card and thinking out loud about which food group to place it in. Affix the food card to its food group on the poster with blue tape.
2. Pair up students and hand a food card to each pair. Have them tell their partner what their food is and what food group it belongs in. Call up students by food group to place their food card in the correct section on the poster using tape.
3. Prompt students to share out about foods displayed around the poster that they have eaten. Remind students of the importance of eating foods from all food groups.

### Station B: Move Your Feet!

Materials:

- Activity cards
- Sit the students in a circle with the exception of one student who will remain standing.

	<p>Explain that in this game you want them to let everyone know about the healthy choices they have made lately by eating well and staying active.</p> <ul style="list-style-type: none"> <li>• Show and read the first activity card. Students will get up and move to an open spot in the circle if they agree with the statement on the card, such as, "Move your feet if you played outside yesterday." The person standing will also pursue an empty spot at that time. The student who cannot find an open spot will give the teacher a five-food-group high five and stay standing. The game will continue in this way with the selection of the next card and until all cards have been used.</li> <li>• Ask students, "What are some healthy food and physical activity choices you made?" "What are some healthy choices you think you'll try?"</li> </ul> <p><b>Wrap-Up &amp; Tasting</b> (5-10 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Hand sanitizer</li> <li>• Fruit or vegetable pieces</li> </ul> <ol style="list-style-type: none"> <li>1. Distribute the tasting.</li> <li>2. Administer this post-assessment.</li> </ol>
<b>Classroom Connection</b>	<p><u>Goal:</u> The class will be more familiar with healthy food items and where to put them on the plate.</p> <p><u>Objective:</u> Students will be able to create and sort food items using the knowledge from MyPlate.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• 5 brown paper bags</li> <li>• 2-5 index cards per student</li> </ul>

- Crayons/markers
- MyPlate poster

Procedure:

1. Before classroom extension learning time, have five brown bags labeled fruits, vegetables, protein, grain, and dairy.
2. Ask students to recall what fruits could go on a healthy plate. Use the MyPlate poster to jog students' memories of the MyPlate lesson. Answers may include apple, orange, banana. Prompt students to also think of foods that are less commonly mentioned, such as: blueberries, mango, and kiwi. Brainstorm a short list with students.
3. Show students a brown paper bag with the label "fruits." On an index card draw a picture of a fruit and write its name. Show students that it belongs in the brown bag that says "fruits."
4. Show students the brown paper bag that says "vegetables." Have student brainstorm a list of vegetables. On an index card draw a picture of a vegetable and write the name of the vegetable on it. Continue as a class to brainstorm ideas for dairy, protein, and grain foods. Place examples inside the bag or tape them to the outside of the labeled bags as visual reminders.
5. Give each student 2-5 blank index cards. Have the students draw a healthy food that belongs in the protein, dairy, grain, fruit, or vegetable bag. Have students draw, label, and place their cards in the brown bags. As a class review the foods in the bag. Reinforce which foods correctly belong in the bags. Kindly point out when cards that are incorrectly placed in the wrong bag. Have the class help guide where the food cards go.

6. Remind students that they should make a healthy plate at every meal, which includes a healthy grain, protein, fruit, vegetable, and dairy item

### Home Connection

Dear Parents/Guardians,

Today, your child learned about the five food groups represented in a guide to healthy eating called MyPlate. These groups are: grains, protein, dairy, fruits, and vegetables. Your child discovered that the 5 food groups help make our bodies healthy. They also learned the importance of making  $\frac{1}{2}$  their plate consist of fruits and vegetables at every meal. Enjoy this yummy recipe with your family.

Visit [www.choosemyplate.gov](http://www.choosemyplate.gov) to see more recipe ideas.

#### Chicken & Rice

Makes: 6 Servings

2 lbs. of boneless, skinless chicken breast, cut into strips  
1 onion, peeled & chopped  
2 green bell peppers, chopped  
2 jalapeno peppers, seeded & finely chopped  
3 garlic cloves, finely chopped  
2 cups reduced sodium chicken broth  
2 (14.5 oz.) cans no salt added diced tomatoes, drained  
 $\frac{1}{2}$  cup frozen pea & carrot blend  
1 t. ground cumin  
1 t. ground chili powder  
 $\frac{3}{4}$  cup brown rice

	<p>Place all ingredients (except chicken) in a large skillet, bring to a boil. Cover and simmer about 30 minutes, until rice has absorbed liquid.</p> <p>While rice is cooking, in a nonstick skillet, sauté chicken strips over medium heat until cooked thoroughly, about 10 minutes. Set aside and keep warm.</p> <p>Remove cover from rice mixture, remove from heat, and let stand for 3-5 minutes. Arrange chicken over rice and serve.</p> <p><u>Vocabulary</u> protein, grains, vegetables, fruits, dairy</p> <p><u>Family physical activity suggestion</u></p> <p>Make a new rule of not sitting during T.V. commercials. Stand up and move your body instead!</p>
<b>References</b>	<p><a href="http://www.choosemyplate.gov/food-groups/">http://www.choosemyplate.gov/food-groups/</a> <a href="http://iss.schoolwires.com/Page/38305">http://iss.schoolwires.com/Page/38305</a> <a href="http://www.harvestofthemonth.com">http://www.harvestofthemonth.com</a> <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></p>