



GrowingGreat

K-2 Lesson 1

Decorate Your Plate

By Sarah Minkow

OBJECTIVE: Students learn that humans need food to live and grow and that there are 5 major food groups.

MAIN CONCEPTS:

- Humans eat food to live and grow.
- We want to strive for a balanced diet.
- There are 5 food groups: fruits, vegetables, grains, dairy, and protein.
- We should consume a fruit and/or vegetable at every meal.
- Fill your plate with colorful fruit and vegetables to ensure you are eating a healthy variety.

K-2 CALIFORNIA NEXT GENERATION SCIENCE STANDARDS:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)
- MP.4 Model with mathematics. (2-ESS1-1)

COMMON CORE STANDARDS:

- CCSS.ELA-LITERACY.RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.1.3.G
Recognize and read grade-appropriate irregularly spelled words.
- CCSS.ELA-LITERACY.RF.1.4.A
Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- CSS.ELA-LITERACY.SL.K.1
Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.K.1.A
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.K.1.B
Continue a conversation through multiple exchanges.
- CCSS.ELA-LITERACY.SL.K.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- CCSS.ELA-LITERACY.SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.
- CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.
- CCSS.ELA-LITERACY.SL.1.1
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.1.A
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.2.1
Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- 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.
- CCSS.ELA-LITERACY.L.2.5.A
Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- CCSS.ELA-LITERACY.L.2.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- CCSS.MATH.CONTENT.1.G.A.3
Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter*

of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

OTHER STANDARDS:

- All animals need food and water in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

LESSON OUTLINE:

- 10 mins: Book and discussion
 - Read a book about food.
 - Introduce food groups.
- 5 mins: Activity 1: Food group sorting activity
- 5 mins: Activity 2: What's Missing from My Plate?
- 10 mins: Activity 3: What's for Dinner?
- 5 min: Review/Conclusion

TOTAL: 35 mins

LESSON SCRIPT:

- **DOCENT:** *Today we are going to talk about what living things need to grow strong and healthy. Plants need sunlight and water to live and grow. What do ALL animals need?*
 - **STUDENTS:** "Food! Water!" (Docent guide students if they do not come up with answers.)
- **DOCENT:** *That's right! All animals need food and water to live healthy and grow strong. Does anyone here like food?... Great! Today we are going to talk about the different kinds of food we eat that help us grow strong and healthy. (If reading a book, first introduce the book. For example, if reading *Monsters Don't Eat Broccoli*, say "We are going to read a story about what monsters eat – or rather – what they don't eat. The book is called "*Monsters Don't Eat Broccoli*." I want you to pay attention to the kinds of food the monsters eat, and think about what kinds of food humans eat.")*
- **READ and REVEIW:** *Monsters Don't Eat Broccoli* or other age-appropriate book about food (book suggestions at end of script).
(For *Monsters Don't Eat Broccoli*)
 - **DOCENT:** *What kinds of food did the monsters eat?*

- **STUDENTS:** Ex: “Tractors, rocket ships, redwood trees, boulders...”
 - **DOCENT:** *Monsters are make-believe. Can real animals eat tractors, rocket ships, redwood trees, or boulders?*
 - **STUDENTS:** “Nooooooooo!”
 - **DOCENT:** *That would be silly, wouldn't it?*
- **DOCENT:** *What kinds of things do animals eat? (Call on one or two students.)*
- **DOCENT:** *Some animals eat other animals as their food, and some animals eat plants. Some eat both plants AND animals. Do humans eat plants or animals? (Call on one or two students.)*
- **DOCENT:** *Both- that's right! There are five food groups that humans eat: fruit, vegetables, grains, protein, and dairy. Are fruits, vegetables, and grains from animals or plants?*
 - **STUDENTS:** “Plants!”
- **DOCENT:** *You've got it! Fruits, vegetables and grains are types of plants. Protein can come from an animal or a plant, and dairy comes from animals. All of these food groups help our bodies grow strong and healthy. (Docent hold up pictures or food containers of example foods for each group.) The first food group we are going to look at is fruit. Who can name a fruit? (Call on one or two students. Give examples if they can't name them.) Who can name a vegetable? (Call on one or two students.) Do you know any grains? (Call on one or two students.) What about some protein foods? (Call on one or two students.) Does anyone know where dairy food comes from? Hint: Mooooooooooooo.*
 - **STUDENTS:** Ex: Cows!
- **DOCENT:** *That's right! Dairy food comes from the milk of animals like cows, sheep, and goats. What are some examples of dairy food? (Call on one or two students.) Do we need dairy to live? (Call on one or two students.) Not really. While dairy food is important for the calcium it contributes to our bodies, there are other ways to get calcium, like broccoli, soybeans, and almonds. Some people can't eat dairy or simply don't like it, so they choose not to eat it. That's fine as long as they make sure they are eating some calcium-rich dairy substitutes. Does anyone have any questions about the food groups we just learned? (Call on one or two students.)*
- **DOCENT:** *Now we are going to do an activity where we sort toy food items based on the food group where they belong. We have bags up at the front for each of the five food groups –*

fruit, vegetables, grains, protein, and dairy. We also have an extra bag for “treats.” The “treats” bag is for low-quality food that we only want to eat once in a while, like cookies, candies, chips, or soda. I will pass out a toy food item to each of you and when I call you up, please place your food item in the correct food group bag.

- **ACTIVITY 1:** Food group sorting activity

- Place labeled bags at the front of the classroom.
- Pass out a toy food item to each student.
- One at time, have students name their toy food item and then sort it. If they are stuck have the class help them.

- **DOCENT:** Great job, Class! So now we know about the five food groups. Eating food from each food group helps us grow strong and healthy. Do you think it would be healthy to eat only one food group for every meal, every day?

- STUDENTS: “Nooooooooo!”

- **DOCENT:** That’s right – we do not want to miss out on the healthy benefits of food from other groups. It is important to eat a variety of foods – that means eating different types of food every day. Each meal we eat should include food from every food group – fruit, vegetables, grains, protein, and dairy or dairy substitutes. It is extra important to eat at least one fruit or vegetable at every meal, since fruits and vegetables are super foods with extra power to keep us strong and healthy. Another way to make sure we get a variety of foods is to eat food in a rainbow of colors. If we look down at our plate and it is all one color – we are probably not eating a variety. Colorful fruits and vegetables are great options for decorating our plates. A rainbow plate is beautiful and delicious! Who can name a red fruit or vegetable? Orange or yellow? Green? Blue? Purple?...Great!

- **DOCENT:** We’re going to play a game now called “What’s Missing from My Plate?” I am going to show you a meal and it will be a complete meal except that it is missing either a fruit or a vegetable. First, you need to figure out which food group is missing, and then you can suggest a food from that group to add to the meal.

- **ACTIVITY 2:** What’s Missing from My Plate?

- **DOCENT:** OK, what’s the first meal of the day?
 - STUDENTS: Breakfast!

- **DOCENT:** Right! So for breakfast let's say you are having scrambled eggs, whole-wheat toast, bacon, and orange juice (hold up image). What's missing – fruit or vegetables?
 - STUDENTS: "Vegetables!"
- **DOCENT:** What could you add to make this a complete breakfast?
 - STUDENTS: Ex: "You could add spinach to your eggs."
- **DOCENT:** Awesome! What meal comes after breakfast?
 - STUDENTS: "Lunch!"
- **DOCENT:** Yes - lunch! So for lunch you decided to have mac and cheese and broccoli (hold up image). What's missing – fruit or vegetables?
 - STUDENTS: "Fruit!"
- **DOCENT:** What could you add to make this a complete lunch?
 - STUDENTS: Ex: "You could have strawberries on the side."
- **DOCENT:** Great! And what is the last meal of the day?
 - STUDENTS: "Dinner!"
- **DOCENT:** Right! For dinner, let's say you are having grilled chicken with brown rice and melon. What's missing?
 - STUDENTS: "Vegetables!"
- **DOCENT:** What could you add to make this a complete dinner?...
 - STUDENTS: Ex: "You could add a salad."
- **DOCENT:** Great work, Class! Now we are going to do an activity called "What's for Dinner?" where we will decorate a plate of food using all the food groups. We will color and cut out foods from each group, and then glue them on the plate diagram in the correct sections. Remember, you need to make a dinner with one food from each group – fruit, vegetables, grains, protein, and dairy or dairy substitutes. You also want to make sure there are lots of different colors on your plate so that you are getting a variety of foods. Does anyone have any questions?
- **ACTIVITY 3: What's For Dinner?**
 - Color, cut and glue food on to the sectioned plate, placing items in their specific sections. (OPTION: Students create their own sectioned plate using paper plates, rulers, and pencils.)

- After about 10 minutes of activity, ask students to share what foods they put on their plates with their neighbor, before sharing as a class.
- **DOCENT:** *So, as we know, we need fruit, vegetables, protein, and grains at every meal. Let's see how you decorated your plates! Does anyone want to share what fruits and veggies they put on their plates? (Call on 2 to 3 students). What grain food did you choose?...What protein food did you choose?... Did you choose dairy or dairy substitutes... How many different colors did you include?...*
- **DOCENT:** *Wow, great job, everyone! We learned a lot today! We know that humans and animals need food to live and grow. We learned that there are five food groups – fruit, vegetables, grains, protein, and dairy – and that every meal should have one food item from each group. We learned that fruit and vegetables are especially important for health and that it is important to decorate your plate with many different colors to ensure variety. Does anyone have any questions?...I hope you had a great time learning about healthy eating! Please share what you learned today with your families. Thank you for being such a great group of listeners! See you next time!*

SUPPLEMENTAL BOOKS:

- *Monsters Don't Eat Broccoli* by Barbara Jean Hicks
- *The Very Hungry Caterpillar* by Eric Carle
- *I Will Not Ever Never Eat a Tomato* by Lauren Child
- *Good Enough to Eat, a Kid's Guide to Food and Nutrition* by Lizzy Rockwell

FOOD SAMPLE IDEAS:

- Farmers' market taster of apples, oranges, carrots, cucumbers, etc.
- Whole grain cracker with hummus and cucumber
- Fruit kebobs with yogurt dip
- Green smoothie