

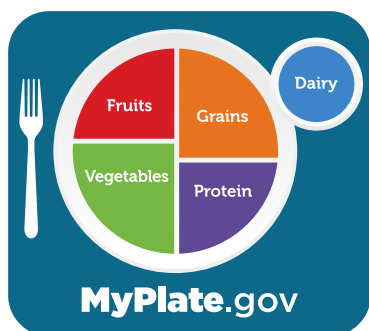
Topic:
Healthy Meals
Include Foods
From All Five
Food Groups



Lesson 2

Discover MyPlate!

Now that students have met the **Food Group Friends** in Lesson 1, they will be introduced to the **MyPlate** icon and discover how it reminds us to eat from all five food groups. They will learn how to build **MyPlate** meals and explore the importance of being active.



Learning Objectives

Students will be able to...

- Name the five **MyPlate** food groups and be able to identify food choices within each group.
- Describe the importance of eating foods from all five food groups for good health.
- Identify the **MyPlate** icon and explain that it serves as a reminder to eat foods from all five food groups.

Essential Questions

- What is a healthy snack? What is a healthy meal?
- What is your favorite **MyPlate** meal?
- What does **MyPlate** remind us to do?
- Why do we need foods from all five food groups?

Supplies and Preparation

Discover MyPlate Components*

- *The Five Food Groups* poster
- *Reach for the Sky* song
- Food Cards
- Emergent Reader: *A MyPlate Meal*
(Teacher and student versions)
- Food Group Friends Profile Cards (Make copies to provide one profile card per student.)
- Student Workbook [WB; Activities 1–3, pp. 13, 15, 16]
- STAR Chart
- Parent Handout: *Meet MyPlate*

Additional Supplies

- Suggested books** for **Book Club**:
 - *The Beastly Feast* by Bruce Goldstone
 - *My Food, Your Food* by Lisa Bullard
- School food menu
- Crayons, scissors, glue, construction paper, paper plates, pipe cleaners, tissue paper, cardboard pieces/centers of paper towel rolls, glue, large poster boards (if available), star stickers, markers

* Order or download at TeamNutrition.USDA.gov.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

★Teacher Tip★

You can use this lesson in conjunction with the **Thanksgiving** or the **Swing Into Spring Celebration!** See the **Classroom Celebrations** on pp. 70–75 for ideas.

Warm Up (Whole Group; 20 minutes)

1. Display the **Food Group Friends Profile Cards** and remind students of the **Five Food Group Friends** and how they each represent the variety of foods we should eat from each of the five food groups. Introduce **MyPlate Nate and Kate** by showing their profile card, and say, “Meet **MyPlate** Nate and Kate. They eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.”
2. Tell students that, when we eat food from all of the food groups, we help our bodies get what they need to play, grow, and be healthy. Explain that foods give us “fuel” to run around and play, just like a toy that uses batteries to run. Without batteries, the toy does not work. Without food, our bodies would not have the energy we need to read a book, dance around, or walk to the school bus. Eating the right amounts of foods from each food group helps us be our best at play, sports, and school.
3. Display the poster. Tell the children to think about foods they eat in the fall. Fall harvest foods might include pumpkin, apples, sweet potatoes, turkey, butternut squash soup, cranberry, pears, bell peppers. Ask students: *What types of fall foods would you bring to a feast with your friends and family?* Write these in the Activity Area on the poster. Ask students: *Which of the food groups do your fall foods belong to?* Have students draw lines to match the fall foods to the food groups. To reinforce these concepts, make a connection to *The Beastly Feast* by Bruce Goldstone.
4. Explain that when we eat a meal that has foods from all five food groups, it is called a “**MyPlate** meal.” Practice creating **MyPlate** meals with students. Divide students into five groups that correspond to each of the food groups. Ask one group to name a food from the food group that they like to eat for dinner. Next, ask the other groups to share what foods they can bring to the meal to make it a **MyPlate** dinner. For example, if students in the Protein Foods Group said they like to eat chicken, other food group teams could add brown rice, carrots, milk, and a pear to the meal. Draw and label each “meal” on the board or **The Five Food Groups** poster.



Reach for the Sky Song (Whole Group; 5 minutes)

- Give each student a copy of one **Food Group Friend Profile Card**. (Make an equal number of copies of each profile.)
- Explain that the class will need to get into groups of five, featuring one of each **Food Group Friend**. When they have formed a complete group, have them call out “**MyPlate!**” Give the class 2 minutes to form their groups. (For any groups with fewer than five students, stand in for the missing **Food Group Friends** with **Profile Cards**.)
- Have students name a food belonging to their food group. Play the song **Reach for the Sky**, and have students raise their **Food Group Friend Profile Card** each time their food group's name is sung.

Lesson 2

Whole Group Activities (continued)

Book Club (Whole Group; time will vary)

- Read books that focus on mealtime with your class. Review **Appendix A: Book Club** (p. 94) for suggested books and questions for this lesson. You may also find other selections in your library that can be used to generate a similar discussion.

Tip: Invite book buddies (students from older grades) to come and help their kindergarten buddies read.



Cafeteria Connection (Whole Group; 30 minutes, before lunchtime) Showcase the Food Groups!

- Divide students into five teams to make signs showcasing the cafeteria's food group selections for the day or week. Have students practice reading, writing, and spelling the food items listed on the menu. Have children circle foods on the poster that are included on the weekly menu, and write the new vocabulary on **The Five Food Groups** poster to continue practicing throughout the week.
- Make available any art supplies you may have, including those that can help make the food sign displays three-dimensional. For example: pipe cleaners—can be formed into shapes such as circles for “apples” or triangles for “cheese”; tissue paper—can be crumpled and glued to make a yummy “salad” or “whole-grain pasta”; cardboard pieces or the centers of paper towel rolls—can be glued and then painted over to look like a loaf of whole-grain bread or a banana.
- If possible, request that school nutrition services display pictures of the **Food Group Friends** and the name of the food group next to each offering's label on the lunch line. Kindergarteners that make a meal with all of the food groups can receive a sticker from the cafeteria staff or a teacher.



★Teacher Tip★

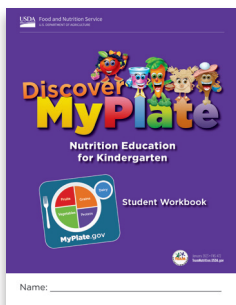
Food Group Friend images can be downloaded from TeamNutrition.USDA.gov.





Literacy Center (Small Group; time will vary)

Use the **Emergent Reader: A MyPlate Meal** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups.

- **MyPlate Placemat** [WB, p. 13] Students can decorate this **MyPlate** placemat with their favorite healthy foods from each food group. After students decorate it, mount it onto a larger piece of construction paper. Consider laminating the placemats and using them during snack time or lunch or sending them home.
- **Kate's Lunch Plate** [WB, p. 15] In this activity, students will help Kate make her lunch by picking a food from each food group in the cafeteria line.
- **What Do We Need?** [WB, p. 16] Students will color in the parts of the plate for the foods they see, and then identify the missing food group.



Food Cards (Small Group: 3–4 students; 15 minutes)

Keep Cooking!

Make the **Food Cards** available for students to play a spin on the classic “Go Fish” card game. Students each start with three cards. They may ask other players for missing **Food Cards** in their quest to create a **MyPlate** meal. The goal is to “cook” complete “meals” by collecting cards from each of the five food groups. For example, they may ask, “Do you have a Grain?” If another player does, that student gives one Grain card to the player who made the request. But if they have none, they say, “Keep Cooking!” and the student who asked pulls a card from the main deck. Students take turns until someone has made their first meal with a card from each of the five food groups. If students need help remembering the food groups, they can refer to the **The Five Food Groups** poster.



Dramatic Play (Small Group; 15 minutes)

Is It Dinnertime Yet?

Let students take on the role of hosting a big dinner party for all of their friends. Have each of them bring or prepare a food from a different food group. Provide **Food Cards**, pretend food, and empty food packages for students to play with.

Lesson 2

Reflection & Assessment

(Whole Group; 5 minutes)

To conclude this lesson and assess understanding, discuss as a class:

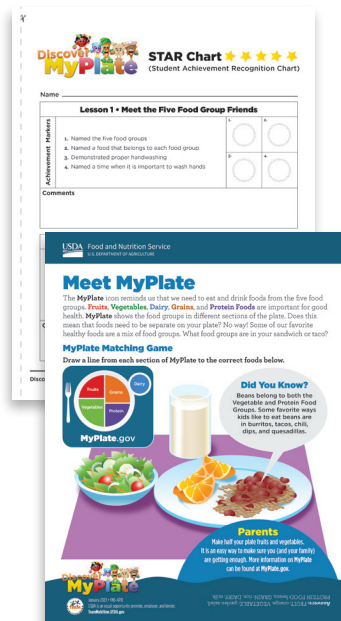
- What is a **MyPlate** meal?
- Why is it important to eat foods from all five food groups?

Reward students with a star or sticker for their efforts and ability to meet the remaining achievement markers (see box below). Students may add their stars or stickers to the **STAR Chart**.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Meet MyPlate Parent Handout**.

Lesson 2 Achievement Markers

- Named five foods that make a **MyPlate** meal
 - Identified the **MyPlate** icon
 - Explained how the **MyPlate** icon serves as a reminder to eat from all five food groups
- ★ Award a star or sticker for each achievement!



Extra Helpings

What's for Dinner? Small Group (20 minutes)

Have students work in groups to create two- or three-dimensional food models from various groups using tissue paper, construction paper, paint, cardboard, etc. As a class, have them collaborate to make **MyPlate** meals using a food from each group and gluing it to a paper plate. The collective “plates” can be displayed on a “What’s for Dinner?” bulletin board. These may also be used in the Cafeteria Connection!

Snack Time! Small Group (10 minutes)

Snacks should come from the five food groups too! While showing students the **MyPlate Nate and Kate Profile Card**, explain that Nate and Kate are physically active and eat snacks after school to give them energy. Their snacks include foods from the five food groups that do not have too much added sugar, fat, or salt that their bodies don’t need. For example, Kate likes to eat fruit and low-fat yogurt. Nate snacks on carrots, low-fat cheese, and whole-grain crackers. They only have cookies, cakes, and candies sometimes. Ask students to think of some healthy snacks they can eat after school. Have them match the food to the food group. Use **The Five Food Groups** poster or **Food Cards** for support.

