USDA Food and Nutrition Service
U.S. DEPARTMENT OF AGRICULTURE

Discover MyPlate

Nutrition Education for Kindergarten



Six Inquiry-Based Lessons That Meet Educational Standards

Expanded Edition

January 2023 • FNS-475

Team Nutrition is an initiative of USDA's Food and Nutrition Service to support the Child Nutrition Programs. Team Nutrition provides training and technical assistance for school nutrition directors and staff, nutrition education for children and their families, and school and community support for healthy eating and physical activity. The goal of Team Nutrition is to improve children's lifelong eating and physical activity habits by using the principles of the Dietary Guidelines for Americans and **MyPlate**. Learn more at our website: TeamNutrition.USDA.gov.

United States Department of Agriculture

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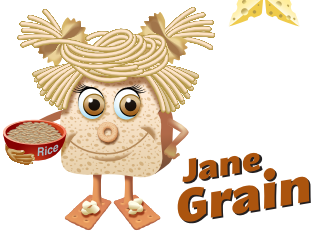
Reggie Veggie





Dean Protein





Jane Grain



MyPlate Kate

MyPlate Nate

Dear Teacher,

Welcome to **Discover MyPlate**—an exciting educational journey through the world of nutrition and health—developed under the United States Department of Agriculture's (USDA) Team Nutrition initiative. These fun and inquiry-based lessons foster the development of healthy food choices and physically active lifestyles during a critical developmental and learning period for children—kindergarten.

Discover MyPlate includes six lessons that integrate nutrition education into Math, Science, English Language Arts, and Health. You can meet core education standards (listed on pp. 10–15) through these ready-to-go and interactive lessons that help children become food-smart as they practice counting, reading, writing, and more. Fun characters and developmentally appropriate activities engage children in:

- Exploring healthy choices from each of the **MyPlate** food groups.
- Discovering the colorful variety of fruits and vegetables and how they grow.
- Identifying feelings of hunger and fullness.
- Selecting balanced meals and healthy snacks.
- Experiencing the fun and importance of being physically active.

These lessons are designed to help change eating and physical activity behaviors through role-playing, observational learning, positive tasting experiences, and skill-building. **Pick and choose from a variety of lessons that meet your needs and your students' interests.** It's an education that will last a lifetime!

Sincerely,

Your Friends at Team Nutrition

★Teacher Tips★

Lessons feature opportunities for students to:

1. **Engage:** Students will be introduced to new concepts through curiosity-promoting activities that test for, and connect to, prior knowledge.
2. **Explore:** Children gain new experiences through hands-on activities that allow for exploration, experimentation, and observation.
3. **Explain:** Learners explain their understanding of a new concept while teachers convey information, provide feedback, and clarify misunderstandings.
4. **Elaborate:** Students relate and apply what they are learning to their own lives and real world situations, and synthesize it across subjects and with other concepts.
5. **Evaluate/Assess:** Teachers and learners check for understanding through a variety of assessments, both formative and summative.

Getting Started

This section provides an overview to help you become familiar with **Discover MyPlate** components and supporting resources.

Discover MyPlate Components:

- **Teacher's Guide***
- **Emergent Reader Mini Books*** (7 different books, 25 of each)
- **Emergent Readers: Teacher's Edition***
- ***Reach for the Sky* Song***
- **Food Group Friends Profile Cards*** (6)
- **Food Cards*** (52)
- **Look and Cook Recipes*** (5 recipes, 25 of each)
- **Student Workbooks*** (25 of each)
- ***The Five Food Groups* Poster***
- **Parent Handouts*** (6 different handouts, 25 of each)

**Provided in Teacher's Kit*

★ Download online at **TeamNutrition.USDA.gov**.

★ This Expanded Edition of **Discover MyPlate: Nutrition Education for Kindergarten** includes **updated activities** throughout, a new ***The Five Food Groups* Poster**, 12 new **Food Cards**, a new **Emergent Reader,** and a new **Look and Cook Recipe**! ★

Lesson Structure

The menu-like design of **Discover MyPlate** lessons allows you to select from a variety of engaging activities that address different learning styles. Lessons are divided into five sections to make your planning easier: **Introduction**, **Whole Group Activities**, **Small Group Activities, Reflection & Assessment**, and **Extra Helpings** (extension activities). Activities within each section note the estimated time required and whether it's a whole group or small group activity.

Lesson Considerations

While you may choose the activities that best suit your needs and resources, we recommend that you try all that are offered for maximum learning. It is important to start with Lesson 1, as it gives students a foundation for understanding the five food groups. The lessons may be taught over 6 weeks or spread out over several months. Lesson 4 includes a seed growing activity that can be completed indoors any time of the year. However, some teachers prefer to teach this lesson and utilize the *Where Food Comes From* Emergent Reader mini book in conjunction with other school garden activities during their region's growing season.

★Teacher Tip★

For more resources about **MyPlate**, eating healthy, and being physically active, visit **TeamNutrition.USDA.gov.**



Discover MyPlate in a Year

There are many ways you can schedule the teaching of **Discover MyPlate** program components throughout the school year. The six lessons can be taught in 6 weeks beginning at the start of the school year, or spread out over the school year. Note that the **Book Club**, **Cafeteria Connections**, and **Extra Helpings** in each lesson can be used throughout the year. See the chart below (and the Classroom Celebrations section on pp. 70–75) for examples of how to teach **Discover MyPlate** over the course of the school year.

Month	Discover MyPlate Component
August/September	• Lesson 1: **Meet the Five Food Group Friends** (p. 16) • Back-to-School Friendship Celebration (p. 70) • ***Friendship Pocket*** Look and Cook Activity (p. 77)
October	• Lesson 2: **Discover MyPlate!** (p. 28) • Halloween and Fall Harvest Celebration (p. 71) • Connection to *The Beastly Feast* by Bruce Goldstone (p. 94) **School Lunch Week**
November	• Lesson 3: **Eat Your Colors!** (p. 34) • ***Crunchy Rainbow Wrap*** Look and Cook Activity (p. 80) • Thanksgiving Celebration (p. 71)
December	• Welcome Winter! Celebration (p.72) • Lessons 1–2 Extra Helpings (pp. 27, 33)
January	• Lesson 3 Extra Helpings (p. 43)
February	• Lesson 4: **Planting the Seeds for Healthier Eating** (p. 44) • ***Garden Bite*** Look and Cook Activity (p. 83) • Valentine's Day Celebration with Valentine's Day Crafts (p. 72)
March	• Lesson 5: **Starting Our Day With MyPlate** (p. 54) • ***Fruit-a-licious Breakfast Cup*** Look and Cook Activity (p. 86) • St. Patrick's Day Celebration and Dr. Seuss' Birthday (p. 73) • 100th Day of School Celebration (p. 73) **School Breakfast Week**
April	• Swing Into Spring Celebration (p. 74) • Earth Day Celebration (p. 75) • Lesson 4 Extra Helpings (p. 53) • Celebrate School Library Month with Book Club selections from Lessons 1–4 (pp. 92–97) **School Library Month**
May	• Lesson 6: **Let's Play, Let's Party!** (p. 62) • ***Food Group Friend*** Look and Cook Activity (p. 89) • Lesson 5 Extra Helpings (p. 61)
June	• End-of-School-Year Celebration (p. 75) • Lesson 6 Extra Helpings (p. 69) • Dramatic Play Activities (p. 67)

Discover MyPlate Components

The Five Food Groups Poster

This colorful classroom poster is used as an interactive tool to help students complete activities within the lessons. It is also used as a visual aid for discussions about the **MyPlate** food groups. The poster allows for hands-on classroom interaction. For example, the open Activity Area is ideal for charting and other whole/small group activities.



Food Cards

These 52 bright, graphic cards allow students to take learning into their own hands as they sort through the five food groups and explore familiar and new foods. Used in every lesson, they offer a chance to apply nutrition knowledge in fun and interactive ways and allow for discussion of additional foods in each food group—beyond the foods shown in the **Emergent Readers**.

Food Group Friends Profile Cards

These colorful profile cards feature each of the five **Food Group Friends** and **MyPlate Nate** and **MyPlate Kate**. Each card lists the foods on the back that makes up each **Food Group Friend** or, in the case of **MyPlate Nate** and **Kate**, shares what they do to stay healthy. Use the cards to show and tell your students about the five food groups and a **MyPlate** meal.

Reach for the Sky Song

This original ***Reach for the Sky*** song encourages children to get up and move as it reinforces learning of the five food groups. The song is featured in several lessons (1, 2, 3, and 6), but you can use it anytime to reinforce core nutritional concepts and get kids energized. You will need a computer with speakers to play the video (mp4) version. See p. 106 for lyrics. A copy of the song may be downloaded at: **fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten**.

Book Club

Each lesson offers examples of popular children's books and discussion questions, which can be used to generate further conversation related to the lesson topic and objectives. There are also seven **Discover MyPlate Emergent Readers** (described on the following page) included as part of the curriculum.



★Teacher Tip★

If resources permit, consider laminating the food cards, or use poster tack (instead of tape) to affix and remove cards easily.





Emergent Readers

Discover MyPlate includes seven **Emergent Readers** featuring kindergarten-level sight words that help students build literacy skills while learning about the five food groups and **MyPlate**. The **Emergent Readers** are designed as mini books for students and have black-and-white illustrations that children may color. The seven **Emergent Readers** are:

- ***Fruits*** includes the sight words: the, is, eat, are, I (used in Lessons 1, 3, and 5).
- ***Vegetables*** includes the sight words: I, have (used in Lessons 1, 3, and 5).
- ***Protein Foods*** includes the sight words: I, see (used in Lesson 1 and 5).
- ***Grains*** includes the sight words: I, like (used in Lessons 1 and 5).
- ***Dairy*** includes the sight words: has, make, she, can, likes, and (used in Lessons 1 and 5).
- ***A MyPlate Meal*** includes the sight words: I, she, he, we, has, have (used in Lessons 2 and 6).
- ***Where Food Comes From*** includes the sight words: look, there, are, is, the (used in Lessons 1 and 4).

A **Discover MyPlate Emergent Readers: Teacher's Edition** is also included for you to use during instruction. The English and Spanish **Teacher's Edition** is larger than the mini books and in full color. It features all seven of the **Emergent Readers**, along with additional activity and discussion ideas.

In addition to using the **Discover MyPlate Emergent Readers** as part of the lesson instruction, you may also use them throughout the school year during read-aloud, independent, or guided reading time, or during "free-choice" time. For additional literacy exercises, download the reader text at the Team Nutrition website (**fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten**). Give your school librarian a set of the **Discover MyPlate Emergent Reader** mini books to feature in the library.

After you are done using the **Emergent Reader** mini books in class, send copies home with students so they can continue practicing their reading skills with their families. Each mini book has a place for students to write their name.



Food Club

Lessons 1, 3, 4, 5, and 6 include food preparation activities tied to the lesson's learning objectives. These activities have been tested by kindergarten teachers and students to make sure that they work in real class settings. Opportunities to see, smell, touch, taste, and explore healthy foods help children overcome their reluctance to trying new foods and are critical for changing eating behaviors. So, while it might be a little messy, many teachers find them to be among the most rewarding and memorable activities!

Look and Cook Recipes: These pictorial recipes (pp. 76–91) offer students a simple and visual explanation of the food preparation steps. Display these where students can see them while they are preparing their snacks.

Color copies of recipes are provided for each student in English and Spanish. After using the recipes in class, send them home so students can make these foods with their families. We encourage you to seek help from your school district's Nutrition Services Director, local chefs or dietitians, and/or parent volunteers. The goal is to create positive associations with the foods you are making, so try to make the experience fun. Some kids may not want to taste everything, and that's okay. They'll be more likely to try it if you taste it first.

★Teacher Tip★

If you're limited on time or resources, check out our taste testing activities in the lessons.

Food Safety

Keep it clean: Good food safety practices are critical to preventing the spread of bacteria and foodborne illness. Follow these steps to keep foods safe:

- Everyone (teachers, helpers, and students) should wash their hands with running water and soap for at least 20 seconds before and after handling food and after using the bathroom. Lesson 1 offers a **Food Club** and **Student Workbook** activity that reviews correct handwashing steps with students.
- Wash food preparation surfaces with hot, soapy water before and after preparing foods.
- Consider using paper towels to clean up. If you use cloth towels, wash them often in the hot cycle of a washing machine.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten. Do not use soap or detergent.
- Rub firm-skinned fruits and vegetables under running tap water, or scrub with a clean vegetable brush while rinsing with running tap water.
- Keep books, backpacks, and shopping bags off work surfaces where food is prepared or served.

Keep it cool: Refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria. Do not overstuff the refrigerator. Cold air must circulate to help keep foods safe. Keeping a constant refrigerator temperature of 40 °F or below is one of the most effective ways to reduce the risk of foodborne illness. Use an appliance thermometer to be sure the temperature is consistently 40 °F or below. The freezer temperature should be 0 °F or below.



Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild and minor symptoms, some food allergies can cause severe reactions, and may even be life-threatening.

There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions to food are important measures to prevent serious health consequences.

Check with parents of the children in your care to make sure that you are aware of any food allergies students may have. Your school nurse and Nutrition Services Director may also be good resources regarding student allergies.

Top 9 Food Allergens

More than 170 foods are known to cause an allergic reaction in some people. There are nine foods that most commonly trigger an allergic reaction. These foods, and any ingredients made from them, are known as "the top 9 food allergens" and should be identified on food labels. These foods include: fish, shellfish, eggs, milk, wheat, peanuts, tree nuts, soybeans, and sesame.



If you are unsure about the presence of an allergen, contact the manufacturer of the product.

Know the Symptoms

Symptoms of food allergies typically appear from within a few minutes to a few hours after a person has eaten the food to which they are allergic.

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Face, tongue, or lip swelling
- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or lightheadedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Prompt emergency treatment is critical for someone having a severe allergic reaction, called anaphylaxis. Review your school policies and individual student's food allergy plan so that you know how to respond.

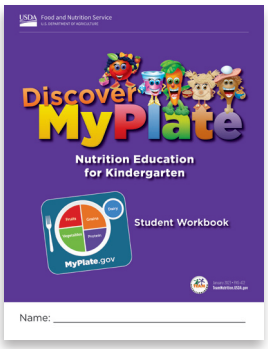
For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs*, at **cdc.gov/healthyschools/foodallergies/toolkit.htm**.



Cafeteria Connections

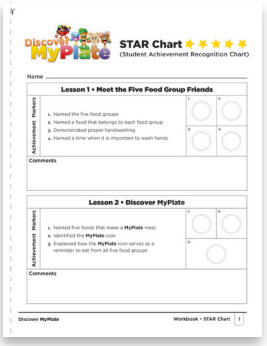
The school cafeteria is more than just a place to eat lunch or breakfast; it is a learning laboratory for nutrition education! If kindergarteners participate in lunchtime or breakfast at your school, this is a time when they will see what a balanced meal looks like, observe what others are eating, experience new foods, and have the opportunity to make food choices. Set up a time to meet with your school district's Nutrition Services Director about this unit before you begin teaching the lessons.

Each lesson offers **Cafeteria Connections** (in the **Whole Group Activities** section) to help your students apply what they are learning in the classroom and put new skills into practice in the school cafeteria. You may want to conduct some of these activities as part of "back-to-school" events, even if you choose to do the remaining curriculum later during the year. Lesson 1 features activities that introduce students to the school cafeteria and school nutrition professionals (i.e., school food services). Lessons 2, 3, 4, and 6 include literacy-building exercises connected to the cafeteria.



Student Workbook

Students will receive their own workbook filled with activities that further explore each lesson topic and reinforce learning objectives. Workbook activities meet education standards for literacy, letter-sound correspondence, counting, sequencing, classifying objects, identifying healthy behaviors, and more. The **answer key** can be found on pp. 108–110.



STAR Chart: Evaluating and measuring your students' understanding and progress with new concepts is especially important when it comes to behavior change. In conjunction with learning objectives and formative assessments offered in each lesson, achievement markers are featured at the end of each lesson under the **Reflection & Assessment** section as a way to assess student understanding as a class. A **Discover MyPlate STAR Chart** (found on the first three pages of the **Student Workbook**) is a supplemental assessment-tracking tool that may be used in a variety of ways, depending on your time and resources.



It can be used as an ongoing assessment tool to keep track of individual students' accomplishments per lesson or completed after the entire **Discover MyPlate** unit has been taught. Students earn "stars" (or stickers) for their achievements during each lesson, and space is provided for you to write comments. **STAR Charts** can be used as part of a progress report that is sent home or shared in parent-teacher conferences.

Discover MyPlate Certificate: Upon completion of Lesson 6, you can give students a certificate (found at the back of the **Student Workbook**) recognizing their achievement and encouraging them to continue to make healthy food choices and be physically active.

Family Involvement

Build a home-school connection by involving families in **Discover MyPlate** activities. Begin by letting families know that your class will be starting the **Discover MyPlate** lessons. Customize the copy to the right and include it in your communications with parents/caregivers (e.g., newsletter, weekly folder, social media page). In Lesson 6, families are invited to join the class in celebrating what students have learned through the **Discover MyPlate** curriculum and to participate in an easy food preparation activity. Let families know about the date of this activity as early as possible so that they can make time to attend (see a sample communication on p. 69).

There are six colorful parent handouts to send home at various points after students have participated in the appropriate lesson. Each handout includes information for families and interactive activities families can do together:

- ***Welcome to School Lunch!*** shares information about school meals and includes an activity for children to sort lunch foods into the five food groups. It also includes a "Color Adventure" challenge where families taste-test new fruits and vegetables of different colors. (Send home after Lesson 1.)
- ***Meet MyPlate*** introduces families to the **MyPlate** icon and includes a **MyPlate** menu planner. (Send home after Lesson 2.)
- ***Snack Time!*** provides information about choosing snack foods and beverages with less saturated fat, added sugars, and sodium (salt). Children can tally family members' favorite ways to drink water. (Send home after Lesson 3.)
- ***Discover MyPlate with Nate and Kate*** takes families along the **Pathway to MyPlate** to discover the five food groups and enjoy some mini activities along the way! Families can celebrate reaching the end of the pathway with fun character badges. (Send home after Lesson 4.)
- ***Be Your Best With Breakfast*** encourages families to eat breakfast and to check out the School Breakfast Program at their school (if available). A fun breakfast tracker and badge are included. (Send home after Lesson 5 along with additional information about your school's breakfast program.)
- ***Move, Play, Have Fun!*** offers a table of fun physical activities that families can cross off as they complete them. (Send home after Lesson 6.)

Send home the **Look and Cook Recipes** and **Discover MyPlate Emergent Reader** mini books after they are used in class, so families may repeat these activities together. In addition, you may want to send home the **STAR Chart** (from the **Student Workbook**) as part of a child's progress report or refer to it at parent-teacher conferences. **Student Workbooks** may be sent home after your class has completed the **Discover MyPlate** curriculum.

Dear Family,

Our class is embarking on an exciting educational journey into the world of nutrition and health! Over the next

_____

(# of weeks/months),

we will be learning about the five food groups, healthy meal planning, how to be physically active in class, and much more! Keep an eye out for helpful handouts with information, tips, and activities to use at home to continue your child's learning.



Classroom Celebrations

Celebrating holidays and other momentous times of year—from Thanksgiving to the 100th Day of School to Earth Day—are an important part of the kindergarten classroom! We have provided a **list of ideas** (pp. 70–75) to help you incorporate healthier activities and foods into your classroom celebrations.

Participating in **Discover MyPlate** and completing the classroom program is cause for celebration, too! Be sure to commend children once you've completed all six classroom lessons.

Lessons at-a-Glance

	Learning Objectives	Learning Activities
Lesson 1 **Meet the Five Food Group Friends** (p. 16) **This lesson utilizes...** ✓ Emergent Readers ✓ Food Cards ✓ Parent Handout ✓ Poster ✓ Profile Cards ✓ Recipe Card ✓ Song ✓ Student Workbook	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. ▪ Demonstrate proper handwashing techniques and identify the importance of washing hands before and after preparing food and eating.	▪ Introduction • Warm Up — 20 minutes • ***Reach for the Sky*** song — 10 minutes ▪ Whole Group Activities • Book Club — time will vary • Food Club — two 60-minute sessions • Food Cards — 10 minutes • Cafeteria Connections — two 20-minute activities ▪ Small Group Activities • Literacy Center — time will vary • Student Workbook activities [pp. 5–12] — time will vary • Dramatic Play — 15 minutes ▪ Reflection & Assessment — 10 minutes ▪ Extra Helpings — two 20-minute activities
Lesson 2 **Discover MyPlate!** (p. 28) **This lesson utilizes...** ✓ Emergent Reader ✓ Food Cards ✓ Parent Handout ✓ Poster ✓ Profile Cards ✓ Song ✓ Student Workbook	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.	▪ Introduction • Warm Up — 20 minutes • ***Reach for the Sky*** song — 5 minutes ▪ Whole Group Activities • Book Club — time will vary • Cafeteria Connection — 30 minutes ▪ Small Group Activities • Literacy Center — time will vary • Student Workbook activities [pp. 13–16] — time will vary • Food Cards — 15 minutes • Dramatic Play — 15 minutes ▪ Reflection & Assessment — 5 minutes ▪ Extra Helpings — one 20-minute activity, one 10-minute activity
Lesson 3 **Eat Your Colors!** (p. 34) **This lesson utilizes...** ✓ Emergent Readers ✓ Food Cards ✓ Parent Handout ✓ Poster ✓ Profile Cards ✓ Recipe Card ✓ Song ✓ Student Workbook	Students will be able to... ▪ Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables). ▪ Identify food choices within the Fruit Group and Vegetable Group.	▪ Introduction • Warm Up — 20 minutes • ***Reach for the Sky*** song — 5 minutes ▪ Whole Group Activities • Book Club — time will vary • Super Senses — 15 minutes • Food Club — 25 minutes • Cafeteria Connection — 30 minutes ▪ Small Group Activities • Literacy Center — time will vary • Student Workbook activities [pp. 17–19] — time will vary • Food Cards — 15 minutes • Dramatic Play — two 15-minute sessions ▪ Reflection & Assessment — 15 minutes ▪ Extra Helpings — two 20-minute activities

Lessons at-a-Glance

	Learning Objectives	Learning Activities
Lesson 4 **Planting the Seeds for Healthier Eating** (p. 44) **This lesson utilizes...** ✓ Emergent Reader ✓ Food Cards ✓ Poster ✓ Recipe Card ✓ Student Workbook	Students will be able to... ▪ Describe how edible fruits and vegetables grow from a seed to a plant. ▪ Name three things a plant needs to grow.	▪ Introduction • Warm Up — 20 minutes ▪ Whole Group Activities • Book Club — time will vary • Planting Demonstration — 25 minutes • Cafeteria Connections — two 30-minute activities ▪ Small Group Activities • Literacy Center — time will vary • Student Workbook activities [pp. 20–22] — time will vary • Food Cards — 15 minutes • Dramatic Play — 15 minutes ▪ Reflection & Assessment — 20 minutes ▪ Extra Helpings — one 40-minute activity, one field trip (time will vary)
Lesson 5 **Starting Our Day With MyPlate** (p. 54) **This lesson utilizes...** ✓ Emergent Reader ✓ Food Cards ✓ Parent Handout ✓ Profile Cards ✓ Recipe Card ✓ Student Workbook	Students will be able to... ▪ Explain the importance of eating breakfast every day. ▪ Describe feelings of full and hungry.	▪ Introduction • Warm Up — 20 minutes ▪ Whole Group Activities • Book Club — time will vary • Food Club — 25 minutes • Cafeteria Connection — 20 minutes ▪ Small Group Activities • Literacy Center — time will vary • Student Workbook activities [pp. 23–25] — time will vary • Dramatic Play — one 20-minute activity, one 15-minute activity ▪ Reflection & Assessment — 20 minutes ▪ Extra Helpings — 20 minutes
Lesson 6 **Let's Play, Let's Party!** (p. 62) **This lesson utilizes...** ✓ Emergent Readers ✓ Food Cards ✓ Parent Handout ✓ Profile Cards ✓ Recipe Card ✓ Song ✓ Student Workbook	Students will be able to... ▪ Name two reasons why it's important to be physically active every day. ▪ Explain that eating foods from the five food groups helps the body be physically active. ▪ Identify three different ways to be physically active each day. ▪ Make a healthy snack based on **MyPlate**.	▪ Introduction • Warm Up — 20 minutes ▪ Whole Group Activities • Book Club — time will vary • **Discover MyPlate** Celebration — time will vary • Food Club — 25 minutes • Cafeteria Connection — 20 minutes ▪ Small Group Activities • Literacy Center — time will vary • Student Workbook activities [pp. 26–27] — time will vary • Food Cards — 20 minutes • Dramatic Play — 15 minutes ▪ Reflection & Assessment — 20 minutes

Standards

Education Standards Met by Discover MyPlate Lessons

★Key★

- **I** ....Introduction
- **SG** ....***Reach for the Sky*** song
- **BC** ....Book Club
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Note: Not all schools or States use Common Core standards, so please refer to your State education standards.

Common Core English Language Arts Standards Developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers. **corestandards.org/ELA-Literacy**	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Reading: Literature						
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
RL.K.2. With prompting and support, retell familiar stories, including key details.	BC	BC	BC	BC	BC	BC
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	BC	BC	BC	BC	BC	BC
Reading: Informational Text						
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	I SG BC FCL FCR CC LC WB	I BC CC LC WB FCR EH	I SG BC FCL LC WB FCR RA EH	I BC PD FCL LC WB RA EH	I BC FCL LC WB FCR DP RA	I BC FCL LC WB FCR RA
RI.K.10. Actively engage in group reading activities with purpose and understanding.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
Reading: Foundational Skills						
RF.K.1.A. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.	BC LC WB	BC LC WB	BC LC WB	BC LC WB	BC LC WB	BC LC WB
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	LC WB EH	CC LC	LC WB	LC WB	LC WB	LC WB
RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	LC WB EH	LC	LC WB	LC	LC WB	LC WB
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	LC WB EH	LC WB	LC WB	LC	LC WB	LC WB
RF.K.3.A. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	LC WB EH	LC WB	LC WB	LC	LC WB	LC WB
RF.K.3.C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	BC LC WB	BC LC	BC LC	BC LC	BC LC	BC LC

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★Teacher Tip★

The **Discover MyPlate** lessons can be scheduled and taught in many ways. The six lessons can be taught in 6 weeks at the start of the school year or spread out over several months. Additional learning activities not completed during the lessons (**Book Club, Extra Helpings**, and **Cafeteria Connections**, for example) can be taught later in the year. See **Discover MyPlate in a Year** (p. 2) for more pacing guidance and ideas for how to fit **Discover MyPlate** into your curriculum.

Common Core English Language Arts Standards (Continued)	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Reading: Foundational Skills (Continued)						
RF.K.4. Read emergent-reader texts with purpose and understanding.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
Writing						
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	BC WB	BC WB	BC WB RA	BC	BC WB RA	I BC WB
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	EH	I BC CC WB	I BC CC WB RA	BC PD DP EH WB RA	BC CC WB RA	BC MC RA
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	BC	BC	BC	BC	BC	BC
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WB	I BC CC WB	I CC WB	CC EH WB	CC WB RA	I MC RA
Speaking & Listening						
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	I BC FCL FCR CC DP RA	I BC DP RA EH	I BC SS FCL FCR CC DP EH	I BC FCL FCR CC DP EH	I BC FCL DP RA EH	I BC FCL MC RA
SL.K.2. 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.	I SG BC CC LC WB DP	I BC LC EH	I BC SS FCR CC LC EH	I BC FCL FCR CC LC EH	I BC LC EH	I BC LC
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I BC CC LC WB	I BC RA	I BC SS CC RA EH	I BC FCL FCR CC RA EH	I BC RA EH	I BC RA
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I FCR CC DP RA	I DP RA EH	I SS FCR CC DP	I FCL FCR CC DP RA EH	I DP RA EH	I RA
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	EH	CC BC EH	I CC DP RA	PD RA EH	CC WB DP RA	I CC RA

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Common Core English Language Arts Standards (Continued)	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	I BC FCL FCR CC LC DP RA EH	I BC DP RA EH	I BC SS FCR CC DP EH	I BC FCL FCR CC DP RA EH	I BC FCL DP EH	I BC MC FCL RA
Language						
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	LC WB RA	LC RA	LC WB	LC RA	LC WB RA	LC WB RA
L.K.1.A. Print many upper- and lowercase letters.	LC WB	LC	LC WB	LC WB RA	LC WB RA	LC WB RA
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LC	LC	LC WB	LC WB	LC WB	LC WB
L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	LC WB	LC	LC WB	LC WB	LC WB	LC WB
L.K.4.A. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	I SG BC WB RA EH	I BC CC WB RA EH	I SG SS CC WB DP RA EH	I BC CC FCR DP RA	I BC FCL WB DP RA	I BC CC WB RA
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	I SG BC FCL FCR CC LC WB DP	I SG BC FCR CC LC WB DP	I BC SS FCL CC LC WB FCR EH	BC PD CC LC WB RA	I BC FCL CC LC WB DP EH	I FCL CC LC FCR MC
L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	I SG BC FCL FCR CC WB DP EH	I SG BC CC WB FCR EH	I BC CC FCR DP RA EH	I BC DP RA	I BC FCL WB DP RA EH	I BC FCL WB FCR RA
L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	FCL FCR CC WB DP	I SG BC CC WB DP EH	I SG BC SS CC WB DP RA EH	I BC PD FCL CC WB FCR DP RA EH	I BC FCL CC WB DP RA EH	I BC FCL WB DP RA MC

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Common Core Mathematics Standards Developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers. **corestandards.org/Math**	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Counting & Cardinality						
K.CC.A.1. Count to 100 by ones and by 10s.		WB EH	BC WB	WB	EH	
K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	FCL WB	WB	WB	PD WB	WB EH	
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.		WB EH	WB	PD WB	EH	
K.CC.B.4.B. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		WB EH	WB	WB	EH	
K.CC.B.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		WB EH	WB	WB	EH	
K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		EH	WB		EH	
Measurement & Data						
K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-LS1-1)	I	I	I	I RA		
K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	I FCL FCR WB DP	I FCR WB EH	WB	DP	EH	RA
Geometry						
K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	EH	CC	CC	WB		

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National Health Education Standards Developed by the Joint Committee on National Health Education Standards funded by the American Cancer Society. **cdc.gov/healthyschools/sher/standards/index.htm**	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Standard 1. Comprehend concepts related to health promotion and disease prevention.						
1.2.1. Identify that healthy behaviors impact personal health.	I SG FCL FCR CC WB DP	I SG CC WB FCR DP RA EH	I FCL DP RA EH	I PD WB RA	I BC FCL CC WB DP RA EH	I FCL WB DP RA MC
1.2.3. Describe ways to prevent communicable diseases.	FCL WB RA		FCL		FCL	FCL MC
Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
4.2.1. Demonstrate healthy ways to express needs, wants, and feelings.	BC FCL CC WB	BC	RA EH	CC RA	I FCL CC WB DP RA EH	BC FCL CC DP RA
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.						
6.2.1. Identify a short-term personal health goal and take action toward achieving the goal.	FCL		BC FCL		FCL	FCL WB DP MC
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.	FCL RA		FCL DP	FCL	I FCL WB DP	FCL RA
7.2.2. Demonstrate behaviors that avoid or reduce health risks.	FCL RA		FCL DP	FCL	I FCL WB DP	FCL RA
Standard 8. Demonstrate the ability to advocate for personal, family, and community health.						
8.2.1. Make requests to promote personal health.	FCL	CC WB	FCL DP		FCL CC	FCL
8.2.2. Encourage peers to make positive health choices.		CC	CC DP	DP	CC DP EH	FCL MC

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*Next Generation Science Standards (NGSS)

Authors:
NGSS Lead States

Title:
Next Generation Science Standards: For States, By States

Copyright Date:
2013

nextgenscience.org

Note: Please refer to your State science education standards.

Next Generation Science Standards (NGSS)

K-12 science content standards. Developed by 26 States and based largely on the 2011 National Research Council report *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.**

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
K-LS1 From Molecules to Organisms: Structures and Processes						
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.				I BC PD CC WB FCR		
K-2-ETS1 Engineering Design						
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.			I SS BC WB		I BC RA	I BC RA
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	FCL WB RA				I BC EH	WB

National Science Standards

Developed by the National Committee on Science Education Standards and Assessment; Board on Science Education (BOSE); Division of Behavioral and Social Sciences and Education (DBASSE); National Research Council.
nap.nationalacademies.org/read/4962/chapter/1

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
A. Science as Inquiry						
Abilities necessary to do scientific inquiry Understanding about scientific inquiry	FCL		SS	I BC PD CC WB DP		
C. Life Science						
The characteristics of organisms Life cycles of organisms Organisms and environments	FCL	CC WB DP RA	I SS	I BC PD FCL FCR WB RA EH		
F. Science in Personal and Social Perspectives						
Personal health Characteristics and changes in populations Types of resources Changes in environments Science and technology in local challenges	I BC FCL CC WB DP RA	I SG BC CC WB FCR DP RA	I BC SS FCL CC WB DP RA EH	I BC PD CC WB DP RA	I BC FCL CC WB DP RA EH	I BC FCL CC WB DP RA MC

Topic:
The Five
Food Groups



Lesson 1

Meet the Five Food Group Friends

This first lesson will focus on identifying various foods, classifying them by their food group, and understanding that eating from all five food groups helps keep us healthy. Students will be introduced to the **Food Group Friends** through a variety of hands-on learning activities, from engaging in dramatic play and "checking out" groceries, to becoming part of a food group themselves while they learn to classify foods.

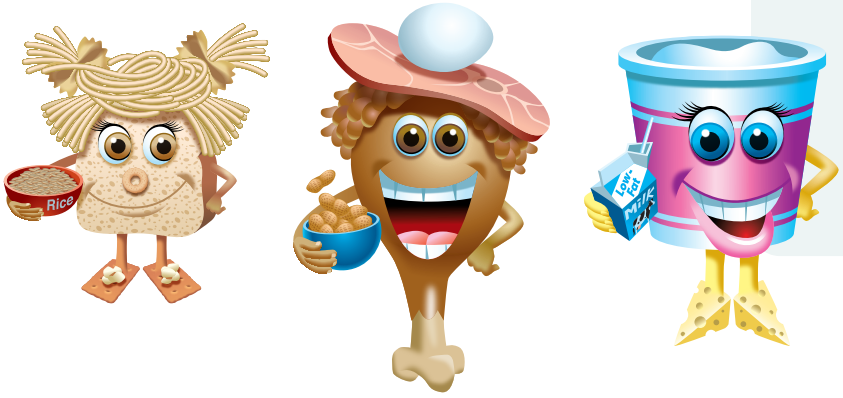
Learning Objectives

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.
- Demonstrate proper handwashing techniques and identify the importance of washing hands before and after preparing food and eating.

Essential Questions

- What are the names of the five food groups?
- Which foods belong in each group?



Lesson 1

Meet the Five Food Group Friends

Supplies and Preparation

Discover MyPlate Components*

- ***The Five Food Groups*** poster
- ***Reach for the Sky*** song
- **Food Cards**
- ***Friendship Pocket* Look and Cook Recipe**
  (A copy for each student and to display.
  Teacher recipe instructions and supplies on pp. 77–79)
- **Emergent Readers**: ***Fruits, Vegetables, Grains, Protein Foods, Dairy,*** and ***Where Food Comes From***
  (Teacher and student versions)
- **Food Group Friends Profile Cards**
- **Student Workbook** [WB; Activities 1–5, pp. 5-9, 11, 12]
- **STAR Chart**
- **Parent Handout: *Welcome to School Lunch!***

Additional Supplies

- Suggested books** for **Book Club**:
  - ***Bread and Jam for Frances*** by Russell Hoban
  - ***I Will Never Not Ever Eat a Tomato*** by Lauren Child
  - ***Delicious! A Pumpkin Soup Story*** by Helen Cooper
- 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.

Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.



Warm Up (Whole Group; 20 minutes)

1. Display the poster, ***The Five Food Groups***, where students can see it. Gather children on the carpet in a circle. Place two hoops or a sorting mat in the center of the circle, then empty a large container of buttons or another manipulative in front of you. Demonstrate how the objects can be sorted into the hoops by attribute (such as color, size, or shape). Give children a few minutes to sort the remaining objects. Use the Activity Area on the poster to chart the sorted objects together with the class. Have students put the sorting objects back into the bin, then return to their seats on the floor.
2. Explain that, just like sorting objects (e.g., buttons) by color, shape, or size, we also sort foods into food groups. Foods in the same food group are similar in some way.
3. Use the poster as a visual reference as you introduce the five food groups: Fruit Group, Vegetable Group, Grains Group, Protein Foods Group, and Dairy Group. Ask students to think about what group(s) their favorite foods or meal belongs to. Use the Activity Area of the poster to chart a class tally. *Why do you think your favorite foods belong in those food groups?* Have students jump as they say, "Five Food Group Friends." Ask students: *How many words did you say?* Next, have students say, "Five Food Friends". *What is the first sound in each word? What letter matches that sound?* Now have them say their name: *What is the first sound in your name? Do you know a food that has the same first sound as your name?* (For example: *Britney—broccoli.*)
4. Spread out the **Food Cards** in the center of the circle. Ask students to name a food that they ate this week and choose it from the cards. Tape their cards on the board or to a flip chart.



5. Select two foods students chose from the Fruit Group—for example, an apple and an orange—and ask: *You named an apple and an orange. What food group do apples and oranges belong to?* Explain that fruits come from plants and can be many colors. They often taste sweet and are eaten as a snack or even for dessert. Fruits help our bodies stay healthy and grow. Ask students to name other fruits students mentioned. Review any that students missed. See the *Five Food Groups* handout for a list of foods found in each food group, available in **Appendix C: Five Food Groups** (pp. 103–105) or at: **fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten**.

Try this for fun! Ask students to smile and point to their teeth and gums. Some fruits help our bodies heal cuts and scratches and help keep our teeth and gums healthy.



6. Continue to ask students what food groups their **Food Cards** belong to:
   - Ask: *What food group do broccoli and sweet potatoes belong to?* (Vegetable) As with fruits, there are many different colors of vegetables, such as green, orange, and red. Some vegetables, like carrots and broccoli, can be fun to crunch when they are raw. Ask: *Who likes to eat baby carrots, jicama, or cherry tomatoes with low-fat ranch dip for snack?*

Whole Group Activities (continued)

Try this for fun! Ask students to put on their "night-vision goggles" (put hands in the shape of glasses) and identify what other foods from the Vegetable Group they recognize either on the **Food Cards** or the poster. Use the Activity Area on the poster to write a list. Remind students that just like fruits, some vegetables provide our bodies with what we need (vitamins) to heal cuts and scratches. Some vegetables also have a vitamin that helps us have healthy eyes and skin and to see better in the dark!

- Ask: *What food group do chicken and peanut butter belong to?* (Protein Foods) Foods in the Protein Foods Group all have protein. Protein Foods can come from animals. (Some sound familiar, like fish comes from fish. Others have different names, like beef comes from cows, and ham comes from pigs). Some Protein Foods also come from plants, like beans, sunflower seeds, veggie burgers, tofu, and nuts. Share some of the other foods students named from this group. Protein Foods help us build strong muscles. Muscles help our bodies move.



Try this for fun! Have students move parts of their bodies; for example, taking a deep breath, blinking their eyes, smiling, snapping their fingers, tapping their toes, marching in place, or flexing their biceps. Explain that all movements, small and large, require muscles.

- Ask: *What food group do milk and yogurt belong to?* (Dairy) Most dairy foods are made from milk—like cheese and yogurt. Usually milk comes from cows, but milk can come from sheep and goats, too. Some fortified soy beverages (soy milk) are also in the Dairy Group. Foods in the Dairy Group help us have strong bones and teeth. Inside our body is a skeleton, which is made up of all the bones in the body. It helps us stand up and protects our brain, lungs, heart, and other parts of our insides.



Try this for fun! Sing the "*Dry Bones*"* song, starting with the toes and moving up the body to the head. For example, "The toe bone's connected to the foot bone; the foot bone's connected to the leg bone; the leg bone's connected to the knee bone…"; and so on. Have students point to the corresponding bones as you sing.
**Dem Bones* *by Bob Barner (Chronicle Books, 1996)*

- Ask: *What food group do bread and rice belong to?* (Grains) Grains come from plants like rice, wheat, and oats. Wheat and some other grains are made into flour and used to make breads, tortillas, crackers, and noodles. Foods in the Grains Group give the body many things it needs to be healthy. They provide our bodies with the energy we need to move and play!



Try this for fun! Have students check their pulse by placing their first and second fingers on the inside of their wrists and pressing gently. Explain that their pulse is a measure of how fast their heart is beating. Next, have them do 10 jumping jacks, then measure their pulse again. What do they notice? Is it faster? Explain that their heart is beating faster because their body uses more energy to do the jumping jacks than it does to sit still. The body needs more energy to move muscles. The more active you are, the more energy your body needs from food.

get Moving!

Whole Group Activities (continued)





"Sometimes" Foods

Some foods do not belong to any of the five food groups, such as: candy, jelly, cream cheese, soda, butter, sugar, honey, and fruit punch. They have extra sugar or saturated fat, but don't have what we need to be healthy. There are also some foods such as cookies and ice cream that belong to a food group (Grains Group and Dairy Group, respectively), but are less healthy choices because they are high in saturated fat and/or added sugars.

All of those are called "sometimes foods" because we should only eat them sometimes.

- Ask students: *We've talked about ways different foods help us stay healthy. What are some ways we mentioned?* (Helping our body have strong bones and teeth, building strong muscles, having energy to move and play, healing cuts and scratches.) Show students Nate and Kate on the poster. Explain to the students that throughout **Discover MyPlate**, Nate and Kate will be reminding us to choose healthy foods whenever possible. They eat foods from all the food groups so that they can be their best! Then explain that different foods provide our bodies with different things we need to stay healthy.

7. Use the **Food Group Friends Profile Cards** to introduce students to **Farrah Fruit**, **Reggie Veggie**, **Jane Grain**, **Dean Protein**, and **Mary Dairy**.

8. Show each **Food Group Friend** and talk about how they are made up of foods from a particular food group. Talk about how the **Food Group Friends** can help us remember which foods belong to which food group:



   - **Farrah Fruit** — apple, blackberries, bananas, watermelon, strawberry, kiwi, grapes, orange, cherries
   - **Reggie Veggie** — carrot, broccoli, snap peas, spinach, beans
   - **Jane Grain** — whole-wheat bread, whole-grain pasta (spaghetti and bow-tie), whole-grain cereal, brown rice, popcorn, graham crackers
   - **Dean Protein** — chicken, ham, egg, beans, peanuts
   - **Mary Dairy** — yogurt, milk, cheese, fortified soy alternatives (like soy yogurt and milk)

   Display all of the **Food Group Friends Profile Cards** on the board or flip chart. Give each student a **Food Card**. Invite students to come up one at a time and "give" their card to the **Food Group Friend** that is made up of the same types of foods as their food card. Then, review and discuss with the class which food group each **Food Card** belongs to. For example, beans could be given to **Dean Protein**. Look at **Dean Protein's** hair. It is made of beans. Beans are in the Protein Foods Group. Beans could also be given to **Reggie Veggie**. Look at **Reggie Veggie's** nose. It is a type of bean. Beans belong to both the Protein Foods Group and Vegetable Group!

Whole Group Activities (continued)

Reach for the Sky Song (Whole Group; 10 minutes)



- Review the lyrics to the song ***Reach for the Sky*** (p. 106) with students. Have students focus on remembering the chorus. Go over new vocabulary and movements incorporated into the song.
- Have students stand where they have room to move, then play the song. (You can find a video of the song at **fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten**.) Encourage them to sing and dance. It's okay if they don't get the movements right, as long as they are moving!
- The second time around, give each student a **Food Card**. Stop the song after each verse. Have five students share what food group their card belongs to in the following manner: "An apple is a fruit. Broccoli is a vegetable." Give all a chance to participate.

Book Club (Whole Group; time will vary)



- **The children's books and discussion questions listed in Appendix A: Book Club (pp. 92–93) can be used to talk about the importance of eating a variety of foods from the five food groups**—which, for many students, means trying new foods. Such discussions can also be a useful way to encourage children to taste foods in the **Food Club** activity. They are suggested books, but you may find others in your library that can generate a similar discussion.

Food Club

(Whole Group, Two 60-minute sessions: 1. Handwashing Experiments, 2. Look and Cook Recipe)

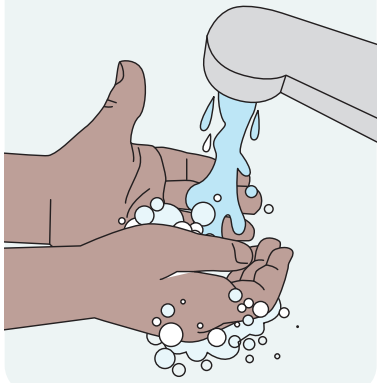
Handwashing Experiments

- Explain that germs are tiny living things that are everywhere—on hands, doorknobs, backpacks, etc. We cannot see them, but they can make us sick. When we wash our hands, we get rid of the germs so they do not get into our bodies.
- Remind students when it is important to wash hands:
  - Before and after handling food or eating
  - After using the bathroom
  - After coughing, sneezing, or blowing their nose
  - After playing with pets or visiting a petting zoo
  - After playing outside
  - Whenever they are dirty
- Review proper handwashing routines with students. They should wash their hands with running water and soap for 20 seconds. Singing the ABCs while washing is a good way to ensure they are washing long enough. Remind students to scrub their palms, tops of their hands, under their fingernails, and between their fingers. They should rinse hands well under running water. Students should dry their hands with a clean towel or a paper towel.

★Teacher Tip★

Post reminders for students about proper handwashing techniques at your classroom sink and in school bathrooms.

Check out the Centers for Disease Control and Prevention's free handwashing resources including posters, social media graphics, fact sheets, videos, and more: **cdc.gov/healthyschools/bam/child-development/how-to-wash-hands.htm**



Whole Group Activities (continued)

★Teacher Tip★

For an at-home activity: Ask students to demonstrate to their parents or caregivers how to wash their hands while singing the ABCs.

- Show **Wash Your Hands**, Centers for Disease Control and Prevention's 30-second video: **cdc.gov/cdctv/healthyliving/hygiene/wash-your-hands.html**.
- There are several fun experiments your class can do to "test" handwashing methods and show how easily germs spread. Choose the option that works best for your class:

Option 1: Oil and Cinnamon Method

Divide students into groups of three. Have students rub one tablespoon of vegetable oil on their hands (like they would apply lotion). Sprinkle ½ tablespoon of ground cinnamon on each child's hands—this represents the germs we pick up on our hands during the day. Have group members wash their hands in one of three ways:

- **Student 1:** Running water only
- **Student 2:** Running water and soap for 10 seconds
- **Student 3:** Running water and soap for 20 seconds while singing the ABCs

After everyone has washed in one of the three ways, have students look at each others' hands, then ask: *What does it take to get all the germs off?* (Remind students that cinnamon is not really a germ; we just used it for practice.) We cannot see germs. So we need to follow the handwashing steps to make sure we get rid of germs.
Follow-up Activity: Have students color or shade in paper hand cutouts showing "dirty spots" that remained after each washing treatment.

Option 2: Paint Method

Ask students to line up in two to three lines of at least six students per line. Put a teaspoon of non-toxic, washable finger paint in the palm of a student's hand at the beginning of the line. Spread it evenly over both hands, including the backs. Have the first student shake hands with the next student in line. Go down the line and have students shake hands with the child behind them, symbolizing how germs on hands can spread. Have students look at the last person in line to see what is on their hands. (Remind students that the paint is not really a germ; we just used it for practice.) Allow hands to dry completely (for a minute or two). Have students go to the sink in pairs and wash their hands using the proper handwashing steps. After one student washes, have a partner look for any remaining paint that was missed. We cannot see germs like we can see paint. So we need to follow the handwashing steps to make sure we get rid of germs.
Follow-up Activity: Have students draw a picture reminding everyone to wash all parts of their hands correctly. For example, if a student still had paint between their fingers after washing, have them create a sign reminding students to wash between their fingers.

- To review the importance of washing hands, read the books ***Germs Are Not for Sharing*** by Elizabeth Verdick and ***Wash Your Hands!*** by Margaret McNamara.

Food Safety !

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

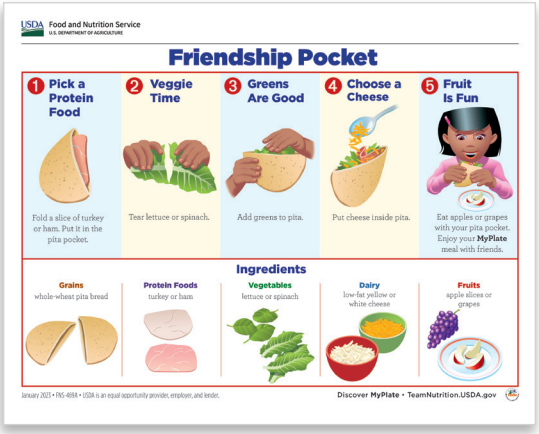
Discover MyPlate Food Club Rules

Explain to students that they are now going to be part of a food club, where they will get to prepare and taste foods (including some new foods) from all of the food groups.

Whole Group Activities (continued)

Just like school, the **Discover MyPlate Food Club** has some rules. Ask students to share what rules they think the Food Club should have. Write them on ***The Five Food Groups*** poster or display them (with pictures) in the classroom. Some rules to consider are:

- Wash your hands before you touch food.
- Give others a chance to taste before you share your opinion.
- Use your senses—how does the food look, smell, feel, taste, sound?
- Help clean up when you are done.
- For polite food taster tips, see "Before the Taste Test" in **Appendix E: Taste Testing Activities** (p. 107).



Friendship Pocket Look and Cook Activity

(See pp. 77–79 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, students will choose foods from each of the five food groups to create a delicious sandwich pocket. Offering children a choice between two ingredients inspires them to try the snack by "making it their own." This activity also reinforces the theme of friendship; all five of the **Food Group Friends** will be reflected on their plate, plus students get to sit and share a snack with their friends. Everything tastes better when friends come together!

1. Review the recipe and directions for making the ***Friendship Pocket*** on pp. 77–79. The recipe serves 20, so adjust the recipe amounts to suit the size of your class. As you can see, there are two choices for most food groups.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide if the food preparation activity will be done in the classroom or the cafeteria. Depending on your class size, the number of adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages. Or you may want to set up multiple tables where groups of four–six students can all assemble their pockets at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed on p. 22. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Provide copies of the **Look and Cook Recipe** for each student. Review the steps of how they will make their ***Friendship Pocket***. Tell students that they will create a tasty snack that includes a food from each food group. They can decide what interesting combinations their sandwich will have—but they should try to include something from each food group. Then they will get to eat what they created. Discuss the tasty options from each food group.

Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

Whole Group Activities (continued)

Taste Testing Activity

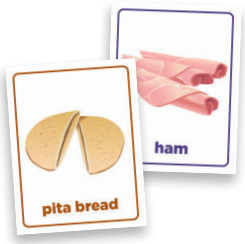
If you don't have enough time or resources to make the ***Friendship Pocket***, introduce the students to just the whole wheat pita bread (or another grain) in a taste testing activity.

- Display the **Jane Grain Food Group Friend Profile Card** on the board or flip chart. Tell the students whole wheat pita bread is part of the Grains food group. Talk about other foods that are part of the Grains food group.
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

6. Display the **Look and Cook Recipe Card** (p. 77) where students can clearly see it as they make their **Friendship Pockets**.
7. Show students the food choices in each bowl. Talk about which foods belong to which food groups. Use the **Food Group Friends Profile Cards** to help with the discussion. Remind them to use the serving utensils, not fingers, to select foods. Encourage students to follow the instructions on the recipe. Assist students as needed.
8. Don't forget to make your own! It's important for students to see adults model healthy eating and a willingness to try new foods. After the tasting activity, ask students to talk about other times they might want to eat a ***Friendship Pocket***. Invite students to share other vegetables they could put in their ***Friendship Pocket***. What other Protein Foods, Grains, or Dairy? What other fruits could they eat with this snack? Encourage students to make a ***Friendship Pocket*** with their family. Put a copy of the **Look and Cook Recipe** in their weekly folder to take home.

Food Cards (Whole Group; 10 minutes)

Our Group Rocks!



1. Label a designated space in the room for each food group. Have students pick a **Food Card** at random, and then gather in the appropriate spot with other students who have picked cards from the same food group.
2. Review what cards students in each group have. If everyone in the group has chosen the right food group, invite the class to do a wiggly dance, take a bow, or do a victory jump for five seconds.



Cafeteria Connections (Whole Group; each activity 20 minutes)

Meet School Nutrition Professionals (do around lunchtime)

Contact your school's Nutrition Services Director and invite them to visit your class as a guest speaker. Prepare interview questions with your students based on what they wonder about the cafeteria and what they want to learn about meals at school. Combine the visit with an "orientation" field trip to the cafeteria. Meet and get to know your school's Cafeteria Manager and school nutrition services staff. Ask them to show your class where they prepare the food, and guide students through the cafeteria process and lunch line.

The School Cafeteria and MyPlate (do around lunchtime)

Have school nutrition services show students foods on ***The Five Food Groups*** poster. Using the poster as a guide, divide the class into "Food Groups." Ask each Food Group to pretend to serve one food item from their group, and tell the "student" about the food. The "student" should guess the name of the Food Group and the groups can confirm the answers or give more "hints" as needed. Then, have the class participate in role-play with a "Take my Job" Challenge: the cafeteria staff member pretends to be a student and students pretend to be the worker, using food cards or pretend foods as props.

Small Group Activities

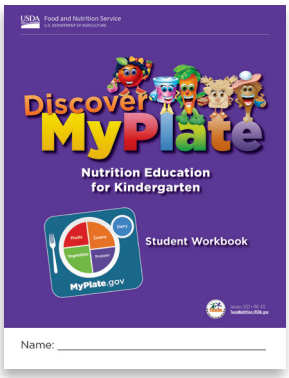
Choose any of the following activities for students to do during Center Time.

Literacy Center (Small Group; time will vary)



Use the **Emergent Readers** (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 Student Workbook pages individually or in small groups. These can be done during Center Time or while students wait to participate in the **Food Club Look and Cook** activity. See the answer key for all workbook activities on pp. 108–110.

- ***Food Group Sorting*** [WB, pp. 5–9] In these three pages, students identify and sort foods into their proper food groups. Each page has distracters that do not belong in the food group highlighted.
- ***Wash Your Hands!*** [WB, p. 11] Students put handwashing steps in correct sequence in this activity, while isolating pictures that begin with the /s/ sound.
- ***Foods I Like*** [WB, p. 12] Reinforcing the high-frequency sight words "I," "like," and "eat," this activity calls for students to read rebus sentences and then complete one of their own.

Dramatic Play (Small Group; 15 minutes)

Grocery Store Grouping

Encourage students to play "grocery store" using pretend food or the **Food Cards**. They should go shopping for at least one choice from each food group to make a meal. In order to "check out" after they've selected their items, they must tell the "clerk" which food group each item belongs to. Grocery store "employees" can use baskets and shelves in the classrooms to sort, stock, and set up food displays.

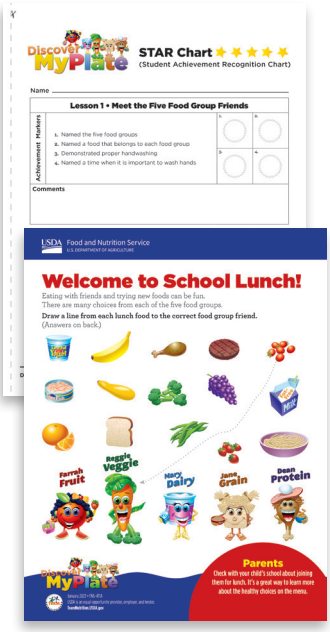


★Teacher Tips★

- Make sure any play foods in your dramatic play area reflect healthful food choices from each of the five food groups.
- Older elementary students also learning about nutrition would make great clerks.



Reflection & Assessment



(Whole Group; 10 minutes)

To conclude this lesson and assess understanding, ask the class as a group to share what they learned. Reward students with a star or sticker for their efforts and ability to meet achievement markers (see box below).

Students may add their stars or stickers to the **STAR (Student Achievement Recognition) Chart** found on the first three pages of their **Student Workbooks**. Explain that they will have the opportunity to earn stars for their participation and cooperation in each lesson.

STAR Charts may be kept in the **Student Workbook**, or you may cut out the pages and have students create a cover using construction paper. At the conclusion of the unit, **STAR Charts** may be sent home and shared with families as part of a progress report.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the ***Welcome to School Lunch!*** **Parent Handout** and ***Friendship Pocket*** **Look and Cook Recipe**.

Lesson 1 Achievement Markers

- Named the five food groups
- Named a food that belongs to each food group
- Demonstrated proper handwashing
- Named a time when it is important to wash hands

★ **Award a star or sticker for each achievement!**

Reflection & Assessment (continued)

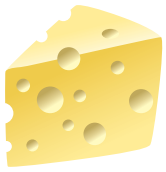
Extra Helpings



"A" Is for Apple (Small Group; 20 minutes)

Play an alphabet game where the class tries to name at least one food for each letter of the alphabet.

Triangle Cheese! (Small Group; 20 minutes)



Supply students with stencils in geometric shapes (e.g., square, circle, triangle) or stamps of shapes. Students should use and combine shapes to create drawings of various foods from the five food groups. Examples could include: a square sandwich, rectangular carrot sticks, triangle cheese wedge or watermelon slice, oval eggs, circle cucumber slices, and a rhombus or hexagon cracker.

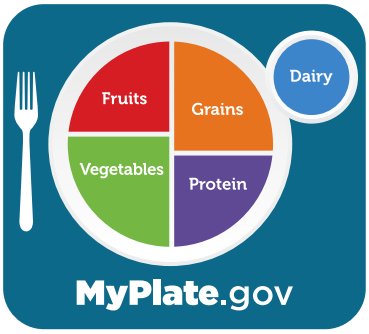


Topic: Healthy Meals Include Foods From All Five Food Groups



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?

Discover MyPlate!

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.

Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

★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.

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**.



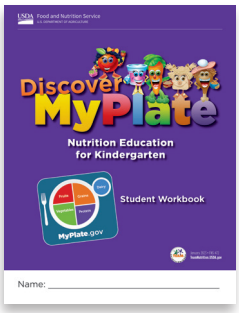
Small Group Activities

Choose any of the following activities for students to do during Center Time.



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.

Reflection & Assessment

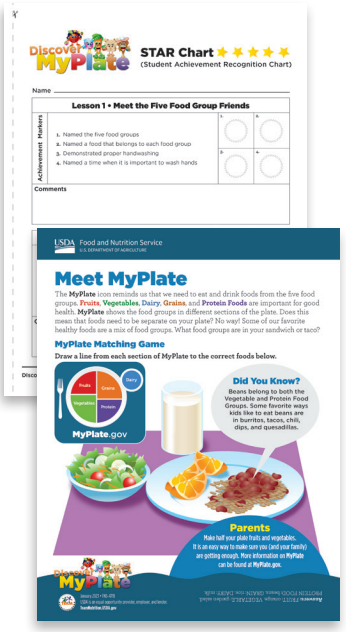
(Whole Group; 5 minutes)

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**.

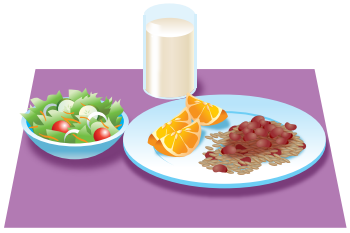


Lesson 2 Achievement Markers

- 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.

Topic:
Fruits and Vegetables



Lesson 3

Eat Your Colors!

Students will join **Farrah Fruit** and **Reggie Veggie** on additional explorations into the colorful world of fruits and vegetables. During these learning adventures, students will experience new fruits and vegetables through all of their senses, not the least of which is taste. They will discover where a variety of fruits and vegetables come from and that they make great snacks!



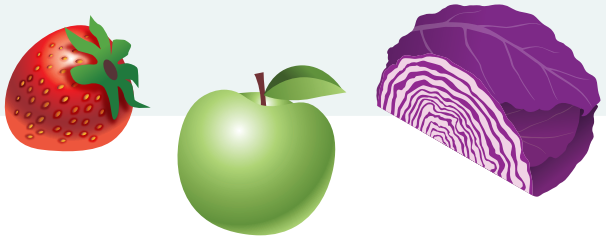
Learning Objectives

Students will be able to...

- Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables).
- Identify food choices within the Fruit Group and Vegetable Group.

Essential Questions

- What colors are fruits and vegetables?
- Why is it important to eat different kinds of fruits and vegetables?



Lesson 3

Eat Your Colors!



Supplies and Preparation

Discover MyPlate Components*

- ***The Five Food Groups*** poster
- ***Reach for the Sky song***
- **Food Cards**
- ***Crunchy Rainbow Wrap* Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 80–82.)
- **Emergent Readers: *Fruits*** and ***Vegetables*** (Teacher and student versions)
- **Food Group Friends Profile Cards**: ***Farrah Fruit*** and ***Reggie Veggie***
- **Student Workbook** [WB; Activities 1–3, pp. 17–19]
- **STAR Chart**
- **Parent Handout: *Snack Time!***

Additional Supplies

- Suggested books** for **Book Club**:
  - ***Count on Pablo*** by Barbara deRubertis
  - ***Yum! ¡Mmmm! ¡Qué Rico! America's Sproutings*** by Pat Mora
  - ***Amara's Farm*** by JaNay Brown-Wood
- Crayons, construction paper, scissors, glue, star stickers, markers
- School food menu
- Fruits and vegetables for ***Super Senses*** activity (p. 37): banana or pineapple slices (for smelling) in a paper bag, an orange or kiwi in a "mystery bag" or box (whole fruit for feeling the outside), baby carrots or carrot stick (for hearing crunch, teacher to bite), blueberries in a clear container and a red bell pepper (for seeing color), and extra samples (for tasting). Additional supplies: drinking water and cups, plates, forks, and paper towels.

* 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.

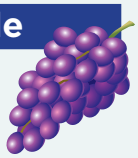
Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

★Teacher Tip★

Fruits and Vegetables by Color

Blue/Purple



Blackberries
Blueberries
Eggplant
Plums
Purple Belgian endive
Purple cabbage
Purple figs
Purple grapes
Purple potatoes
Taro

Green



Asparagus
Avocados
Bok choy
Broccoli
Brussels sprouts
Cabbage
Collard greens
Cucumbers
Edamame
Green apples
Green beans
Green leaf lettuce
Green lentils
Green peas
Green peppers
Green split peas
Honeydew melons
Kale
Kiwi
Okra
Snow peas
Spinach
Sugar snap peas
Swiss chard
Zucchini

Orange



Apricots
Butternut squash
Cantaloupe melons
Carrots
Nectarines

Orange (continued)

Oranges
Papayas
Peaches
Persimmons
Pumpkin
Sweet potatoes
Tangerines

Red



Cherries
Cranberries
Radishes
Raspberries
Red apples
Red beans
Red beets
Red bell peppers
Red grapes
Red lentils
Red potatoes
Red tomatoes
Rhubarb
Strawberries
Watermelon

White



Baking potatoes
Cauliflower
Jicama
Mushrooms
Navy beans
Turnips

Yellow



Chickpeas (Garbanzo beans)
Corn
Crookneck squash
Mangoes
Pineapples
Yellow peppers
Yellow summer squash
Yellow tomatoes
Wax beans

Warm Up (Whole Group; 20 minutes)

1. Display ***The Five Food Groups*** poster near the front of the room as a visual aid for this discussion. Begin the lesson by asking students to name different fruits. List their responses on the poster. Repeat, having students name vegetables.
2. Point out to students that the fruits and vegetables they mentioned are lots of different colors. They could make a rainbow with all of the beautifully colored fruits and vegetables they mentioned!
3. Name a variety of colors and ask students to name fruits and vegetables of that color.
4. Ask students why they think it is good to eat fruits and vegetables of different colors. (*They can make your plate/meal or snack look pretty. By eating different-colored fruits and vegetables you can help your body get what it needs to be healthy.*)
5. Divide your class into two groups and assign one group as fruits and the other as vegetables. Ask each student to draw a food from their food group. Have each student share their drawing with the class. Ask these questions:
   - Have you tasted the food in your drawing before?
   - What does it taste like?
   - Where did you eat it?
   - What color is your food?

After sharing, have students group themselves according to the color of their fruit or vegetable (i.e., red, orange, yellow, green, blue, purple, or white). Have students make a graph to show how many of them drew a fruit or vegetable of each color. Recap how many children used each fruit and vegetable color in the Activity Area on the poster.

Reach for the Sky Song

(Whole Group; 5 minutes)

Play the song ***Reach for the Sky***. Stop it occasionally and ask students to:



- Make yourself round like a pumpkin.
- Stand together like a bunch of grapes.
- Reach up high to pick an apple.
- Reach down low to pull a carrot.

Whole Group Activities (continued)

- Stand straight like celery.
- Rinse your lettuce. Now spin your lettuce dry.

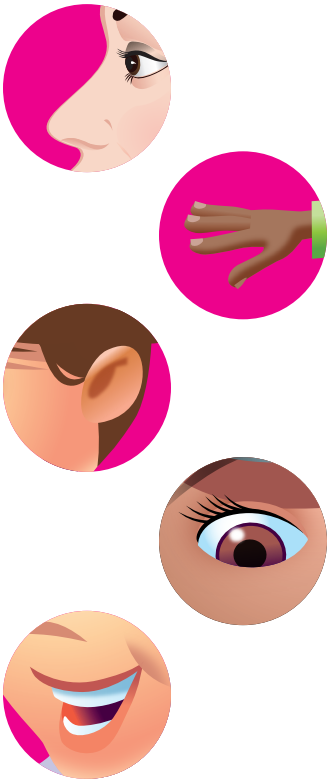


Book Club (Whole Group; time will vary)

Read books about fruits and vegetables with your class to further their learning. **Review Appendix A: Book Club (p. 95) for suggested books with questions**. You may also find other selections in your library that can be used to generate a similar discussion.

Super Senses (Whole Group; 15 minutes)

Explore fruits and vegetables through the senses! Bring in (or ask parent volunteers to provide) fruits and vegetables listed on p. 35 under *Additional Supplies*. Provide each student with drinking water, a cup, plate, fork, and paper towel. Review food allergy and food safety sidebars on p. 39 before beginning this activity.



Gather students in a circle on the rug. Do not let them see the food items you have brought.

- **Smell:** Ask students to close their eyes and not call out as you walk in front of them and allow them to smell the **banana** or **pineapple** slices (or another fragrant fruit) in a paper bag. See how many students are able to guess the correct fruit once everyone has had the opportunity to smell it.
- **Touch**: Pass around an **orange** or a **kiwi** and ask students to describe how the outside feels. Place the food in a "mystery bag" with a drawstring top to allow children to reach in and feel the fruit without seeing it. (A box with a small opening would work, as well.)
- **Hearing:** Have students close their eyes again and listen closely as you take a bite of a **carrot**. Can they guess which food made that sound? Ask students to open their eyes and see the carrot. If you have additional samples, allow each child the chance to bite their own **carrot**.
- **Sight:** Pass around some **blueberries** in a clear container and a **red bell pepper**. Ask students to describe the colors and what the foods look like. If you have time, have students describe the colors of the **banana** (or **pineapple**), **kiwi**, and **carrot,** as well.
- **Taste (see food allergy and food safety sidebar on p. 39):** Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 39. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar. Distribute paper plates, forks, and the food to sample. Invite students to taste the food and describe it using all of their senses.

Display ***The Five Food Groups* poster** near the front of the room. Ask students to share which fruits or vegetables they like to eat at snack time. Have them circle the foods on the poster they used in the activity, and say which are fruits and which are vegetables. Explain that any fruit or vegetable makes a great healthy snack and helps them do what they need to do each day—like play, listen, dance, run, blink, and think!

Whole Group Activities (continued)

Food Club (Whole Group; 25 minutes)

Crunchy Rainbow Wrap Look and Cook Activity

(See pp. 80–82 for recipe ingredients, supplies, and step-by-step instructions.)



In this food preparation activity, students get to make a colorful and delicious wrap creation with vegetables! By choosing from each color of the rainbow, students will expand their vegetable vocabulary while getting to try new and different vegetables together. Not only is it fun to make, but a great way for children to eat their colors too!

1. Review the recipe and directions for making the ***Crunchy Rainbow Wrap*** on pp. 80–82. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of volunteers or adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages. Alternatively, you may want to set up multiple tables where groups of four–six students can all assemble their wraps at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 39. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (p. 80) so students can clearly see it as they prepare their wraps, and provide a print copy for each student to take home. Review the steps and demonstrate how they will be making their ***Crunchy Rainbow Wrap***. Show students the food choices, and remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your food—they'll be more willing to try new foods when it is modeled for them. Encourage students to share adjectives describing the color, taste, and texture of their wraps (e.g., crunchy, juicy, delicious, tasty, fresh, sweet).
7. Put the **Look and Cook Recipe** in students' weekly folders to take home. Remind students to tell their families about the wrap and to try the recipe together.
8. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

Taste Testing Activity

If you don't have enough time or resources to make the ***Crunchy Rainbow Wrap***, introduce the students to just the bell pepper(s) (or another vegetable) in a taste testing activity.

- Display the **Reggie Veggie Food Group Friend Profile Card** on the board or flip chart. Tell the students a bell pepper is part of the Vegetable Group. Talk about the other foods that are part of the Vegetable Group (carrots, broccoli, snap peas, spinach, beans).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

★Teacher Tip★

You may want to tie this lesson in with a **Halloween**, **Valentine's Day**, or **St. Patrick's Day Celebration**, focusing on **orange**, **red**, and **green** colors, respectively. See the Classroom Celebrations on pp. 70–75 for ideas.



Whole Group Activities (continued)

Cafeteria Connection (Whole Group; 30 minutes)

Eat & Wear Your Colors!



To underscore how we all eat fruits, vegetables, and other foods in an array of colors and shapes, have a fruit- and veggie-filled fashion event in the cafeteria for 1 week.

First, create a list or word web of fruits, then a separate one for vegetables. Use the list on p. 36, the **Food Cards**, or the ***Fruits*** and ***Vegetables*** **Emergent Readers** to start. With each word added, ask students to identify the letter it begins with and the color of the fruit or vegetable. Write and spell out each word on colored paper or using colored markers.

Next, divide the class into small teams. Have each team select a fruit or vegetable from a hat (with words from the list). The color of the fruit or vegetable they select is their "fashion color" for the following day. Encourage students to wear clothing items that correspond to that color—or create fruit and veggie badges, hats, masks, or costumes from paper bags or poster board.

Challenge students to add to the list throughout the week. Ask: *Have you tried a new fruit or vegetable? What vegetable did you eat in your* ***Crunchy Rainbow Wrap****? What colors have you eaten this week?*



Food Safety

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

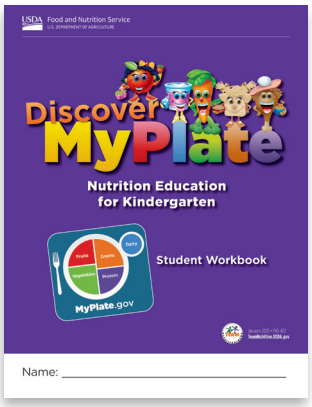
Small Group Activities

Choose any of the following activities for students to do during Center Time.



Literacy Center (Small Group; time will vary)

Use the **Emergent Readers** (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.



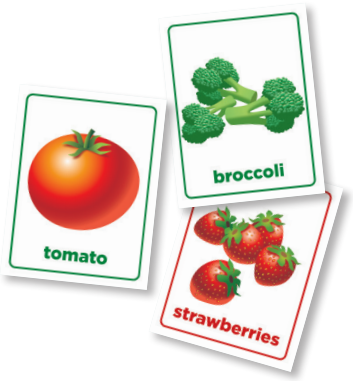
Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups. These can be done during Center Time or during the **Food Club Look and Cook** activity.

- ***Bananas for Fruit!*** [WB, p. 17] Students isolate the beginning letter of different fruit names in this activity. After students complete the page, see which fruits are class favorites and which they most want to try.
- ***Vote for Veggies!*** [WB, p. 18] Students write the first letter of each vegetable, then identify which vegetables start with the same letter. Similar to the fruit activity, take a tally after to find out which vegetables are favorites and which they most want to try.

  TIP! Look at the school lunch menu for the week. If some of the same vegetables are being offered, discuss them with your class prior to lunchtime and encourage them to eat or try them. After lunch, talk about the vegetables students enjoyed.
- ***Snack Count*** [WB, p. 19] Students count and compare healthy snack food items in this math activity.

  TIP! Remind students that snacks are like "mini meals." Eating healthy foods from the food groups at snacks is important. Fruits and vegetables are great snack choices.



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

Guess Which?

Allow students to play a spin on the classic "Guess Who" game using only the fruit and vegetable foods from the **Food Cards**. Put each food group in its own pile, facedown. Pairs of students will play where one player chooses a card from either card pile without the other player seeing what it is. The student who selects the card must then describe the food to their partner by explaining what color the food is, what it looks like, how it tastes, and other attributes. At the end of the game, or when all cards have been drawn, students can get up and dance the "Veggie Boogie" or do the "Fruit Hop" together with the class.

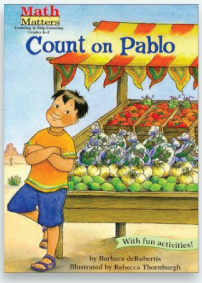
Small Group Activities (continued)

Dramatic Play (Small Group; 15 minutes)



Making a MyPlate Meal at School

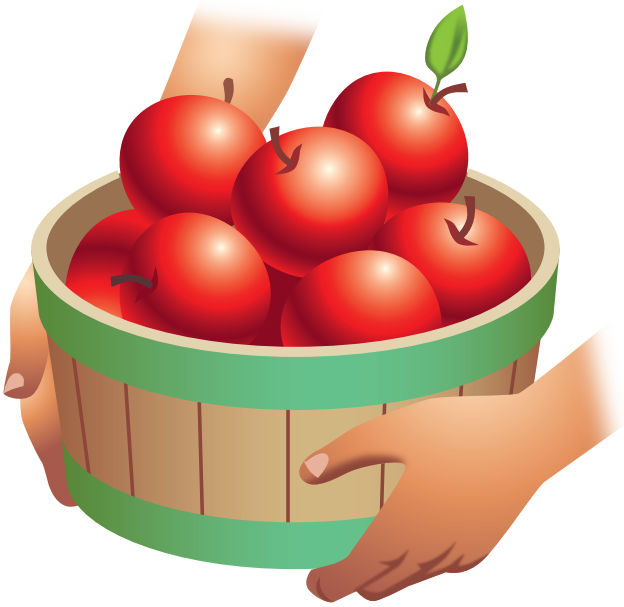
During dramatic playtime, encourage students to play "school lunchroom," taking on various roles in the cafeteria. They should encourage other "students" to try something new, especially fruits and vegetables. Other students can play roles that encourage their friends to try new foods. Students should practice making **MyPlate** meals at school, identifying different fruit and vegetable dishes, suggesting healthy fruit and vegetable snacks, and describing how tasty they can be. Provide chef coats and hats, uniform shirts, lunch trays, serving utensils, a play cash register, and other related objects for kids to use in their dramatic play.



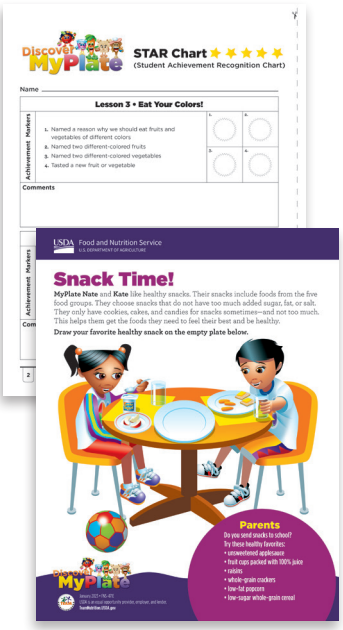
Salsa by Numbers

Make the book ***Count on Pablo*** by Barbara deRubertis available for students to look at in the math center. In the book, Pablo eagerly helps his grandmother prepare to sell vegetables at the farmers market. At first, no one comes to buy, but when Pablo suggests they let customers sample the vegetables in a delicious salsa, sales soar. As part of this story, students can practice skip-counting by twos, fives, and tens.

Optional: After students are familiar with the book, prepare to make and eat salsa to celebrate! Bring in chopped vegetables and fruit (pineapple, peach, or mango go great with salsa) and have students help mix them together in a bowl. Serve with baked whole-corn tortilla chips and fresh vegetables.



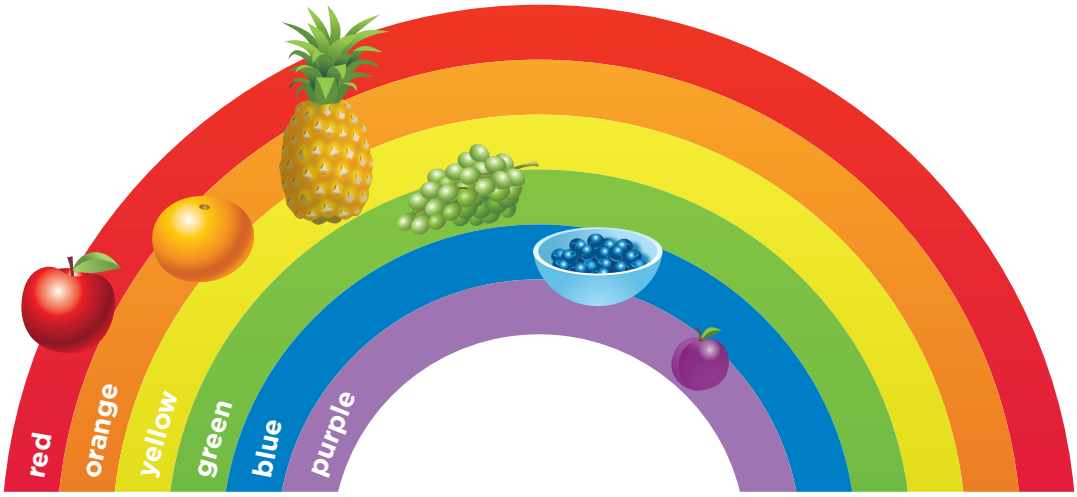
Reflection & Assessment



At the end of the lesson, make a bulletin board display featuring a rainbow. Have students pin their food drawings from the introductory discussion onto the corresponding color band. If some colors have fewer foods, ask students to draw additional examples to fill in the rainbow. Finally, challenge the class to try each fruit or vegetable of the rainbow with meals or as healthy snacks throughout the day! Check in with students and revisit the rainbow every day of the week to remind them.

Reward each student with a star or sticker for their efforts and ability to meet this lesson's achievement markers (see 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 ***Snack Time!*** **Parent Handout** and ***Crunchy Rainbow Wrap*** **Look and Cook Recipe**.



Lesson 3 Achievement Markers

- Named a reason why we should eat fruits and vegetables of different colors
- Named two different-colored fruits
- Named two different-colored vegetables
- Tasted a new fruit or vegetable

★ **Award a star or sticker for each achievement!**

Reflection & Assessment (continued)

Extra Helpings



Food Friends! (Whole Group; 20 minutes)

Invite a "Food Friend" (such as the principal or librarian) to visit the class for a "Fruit and Vegetable 20 Questions." (The number of questions can be adjusted, depending on the number of students in your class.) Before the speaker arrives, work with each student to help them form a question for the guest. Suggestions may be given, such as, *"Do you like potatoes mashed or baked? Do you like carrots raw or cooked? What is your favorite kind of apple? What is your favorite fruit or vegetable snack?"*



Sorting Out "Sometimes" Foods (Small Group; 20 minutes)

Provide the class with pictures of fruits and vegetables, or **Food Cards**, as well as pictures of candy and boxes of sweetened cereals (that use rainbow artwork or have colored foods highlighted on the packaging). Ask students to sort out the foods that belong to the Fruit Group and Vegetable Group.

Lead the class in a discussion: Colorful fruits and vegetables are great to eat at meals and snacks. You should eat them every day. Some candies and sweet cereals come in rainbow colors too. They are not part of the Fruit Group or Vegetable Group. You cannot pick these foods from your garden to eat. They are made in a factory. They have color and often lots of sugar added to them. Eating too much sugar is not good for our health. Sweet and sticky foods can also cause cavities. Candies and sugary cereals are "sometimes" foods. That means you should only eat them every once in a while, not every day. Which of these foods are fruits? Which are vegetables? Which are "sometimes" foods?



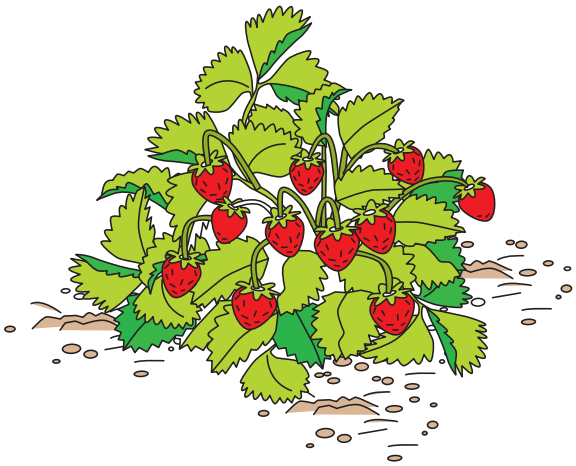
Topic: Fruits and Vegetables Grow From Seeds



Lesson 4

Planting the Seeds for Healthier Eating

Now that students have a deeper understanding and appreciation of the colorful world of fruits and vegetables, it is time to learn where these foods come from. Students will discover that all fruits and vegetables start as seeds and grow into plants. They will also feel a sense of pride and accomplishment when they get a chance to grow something themselves.



Learning Objectives

Students will be able to...

- Describe how edible fruits and vegetables grow from a seed to a plant.
- Name three things a plant needs to grow.

Essential Questions

- Where does food come from? How do fruits and vegetables grow?
- What does a plant need to grow?

