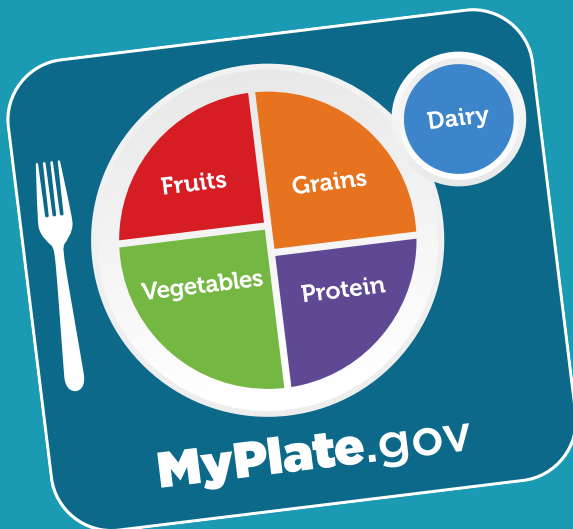




Nutrition Education for Kindergarten



Six Inquiry-Based
Lessons That Meet
Educational Standards





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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Letter to Teachers



Reggie
Veggie

Farrah
Fruit



Dean
Protein

Mary
Dairy



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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson 2: Discover MyPlate! (p. 28) Halloween and Fall Harvest Celebration (p. 71) Connection to <i>The Beastly Feast</i> by Bruce Goldstone (p. 94) <p>School Lunch Week</p>
November	<ul style="list-style-type: none"> Lesson 3: Eat Your Colors! (p. 34) Crunchy Rainbow Wrap Look and Cook Activity (p. 80) Thanksgiving Celebration (p. 71)
December	<ul style="list-style-type: none"> Welcome Winter! Celebration (p.72) Lessons 1-2 Extra Helpings (pp. 27, 33)
January	<ul style="list-style-type: none"> Lesson 3 Extra Helpings (p. 43)
February	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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) <p>School Breakfast Week</p>
April	<ul style="list-style-type: none"> 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) <p>School Library Month</p>
May	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.



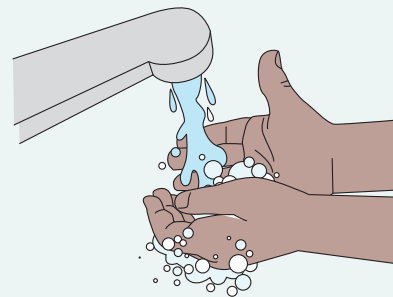
Food Safety

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](https://www.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.

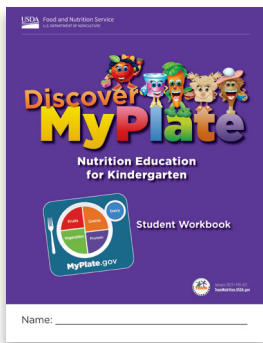
Student Workbook

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.

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.

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.



Lessons at-a-Glance

	Learning Objectives	Learning Activities
<p>Lesson 1</p> <p>Meet the Five Food Group Friends (p. 16)</p> <p>This lesson utilizes...</p> <ul style="list-style-type: none"> ✓ Emergent Readers ✓ Food Cards ✓ Parent Handout ✓ Poster ✓ Profile Cards ✓ Recipe Card ✓ Song ✓ Student Workbook 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • Warm Up – 20 minutes • Reach for the Sky song – 10 minutes ▪ Whole Group Activities <ul style="list-style-type: none"> • Book Club – time will vary • Food Club – two 60-minute sessions • Food Cards – 10 minutes • Cafeteria Connections – two 20-minute activities ▪ Small Group Activities <ul style="list-style-type: none"> • 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
<p>Lesson 2</p> <p>Discover MyPlate! (p. 28)</p> <p>This lesson utilizes...</p> <ul style="list-style-type: none"> ✓ Emergent Reader ✓ Food Cards ✓ Parent Handout ✓ Poster ✓ Profile Cards ✓ Song ✓ Student Workbook 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • Warm Up – 20 minutes • Reach for the Sky song – 5 minutes ▪ Whole Group Activities <ul style="list-style-type: none"> • Book Club – time will vary • Cafeteria Connection – 30 minutes ▪ Small Group Activities <ul style="list-style-type: none"> • 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
<p>Lesson 3</p> <p>Eat Your Colors! (p. 34)</p> <p>This lesson utilizes...</p> <ul style="list-style-type: none"> ✓ Emergent Readers ✓ Food Cards ✓ Parent Handout ✓ Poster ✓ Profile Cards ✓ Recipe Card ✓ Song ✓ Student Workbook 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • Warm Up – 20 minutes • Reach for the Sky song – 5 minutes ▪ Whole Group Activities <ul style="list-style-type: none"> • Book Club – time will vary • Super Senses – 15 minutes • Food Club – 25 minutes • Cafeteria Connection – 30 minutes ▪ Small Group Activities <ul style="list-style-type: none"> • 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
<p>Lesson 4</p> <p>Planting the Seeds for Healthier Eating (p. 44)</p> <p>This lesson utilizes...</p> <ul style="list-style-type: none"> ✓ Emergent Reader ✓ Food Cards ✓ Poster ✓ Recipe Card ✓ Student Workbook 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Describe how edible fruits and vegetables grow from a seed to a plant. ▪ Name three things a plant needs to grow. 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • Warm Up – 20 minutes ▪ Whole Group Activities <ul style="list-style-type: none"> • Book Club – time will vary • Planting Demonstration – 25 minutes • Cafeteria Connections – two 30-minute activities ▪ Small Group Activities <ul style="list-style-type: none"> • 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)
<p>Lesson 5</p> <p>Starting Our Day With MyPlate (p. 54)</p> <p>This lesson utilizes...</p> <ul style="list-style-type: none"> ✓ Emergent Reader ✓ Food Cards ✓ Parent Handout ✓ Profile Cards ✓ Recipe Card ✓ Student Workbook 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Explain the importance of eating breakfast every day. ▪ Describe feelings of full and hungry. 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • Warm Up – 20 minutes ▪ Whole Group Activities <ul style="list-style-type: none"> • Book Club – time will vary • Food Club – 25 minutes • Cafeteria Connection – 20 minutes ▪ Small Group Activities <ul style="list-style-type: none"> • 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
<p>Lesson 6</p> <p>Let's Play, Let's Party! (p. 62)</p> <p>This lesson utilizes...</p> <ul style="list-style-type: none"> ✓ Emergent Readers ✓ Food Cards ✓ Parent Handout ✓ Profile Cards ✓ Recipe Card ✓ Song ✓ Student Workbook 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> • Warm Up – 20 minutes ▪ Whole Group Activities <ul style="list-style-type: none"> • Book Club – time will vary • Discover MyPlate Celebration – time will vary • Food Club – 25 minutes • Cafeteria Connection – 20 minutes ▪ Small Group Activities <ul style="list-style-type: none"> • 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



★Key★

- I Introduction
- SG** *Reach for the Sky* song
- BC** Book Club
- FCL** ... Food Club
- FCR** . Food Cards
- CC** Cafeteria Connection
- LC** Literacy Center
- WB**... Student Workbook Pages
- DP** Dramatic Play
- RA** Reflection & Assessment
- EH** Extra Helpings
- SS** Super Senses (Lesson 3 only)
- PD** Planting Demonstration (Lesson 4 only)
- MC**.... **MyPlate** Celebration (Lesson 6 only)

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 EH	I SG BC FCL LC WB FCR RA EH	I BC PD FCL LC WB 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 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	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)	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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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						
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.



Lesson 1

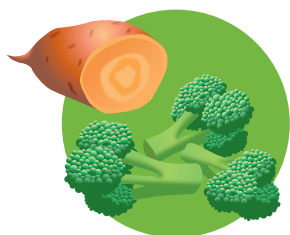
Whole Group Activities

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?*



Lesson 1

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.

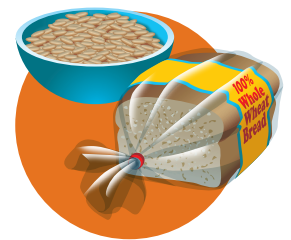
- Ask: *What food group do milk and yogurt belong to?* (Dairy) Most dairy foods are made from milk—like cheese and yogurt. Usually milk comes from cows, but milk can come from sheep and goats, too. Some fortified soy beverages (soy milk) are also in the Dairy Group. Foods in the Dairy Group help us have 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.





“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.

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



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)

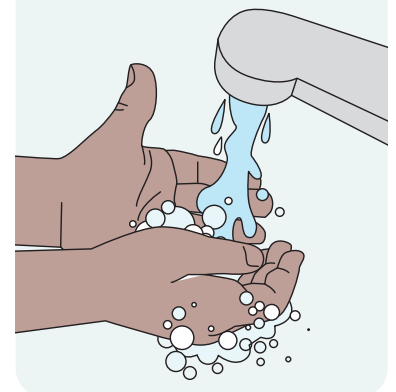
Handwashing Experiments

- 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](https://www.cdc.gov/healthyschools/bam/child-development/how-to-wash-hands.htm)



★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](https://www.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.

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.

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. Pre-cut items labeled “prewashed” and “ready-to-eat,” like lettuce or baby carrots, can be eaten without further rinsing.



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:

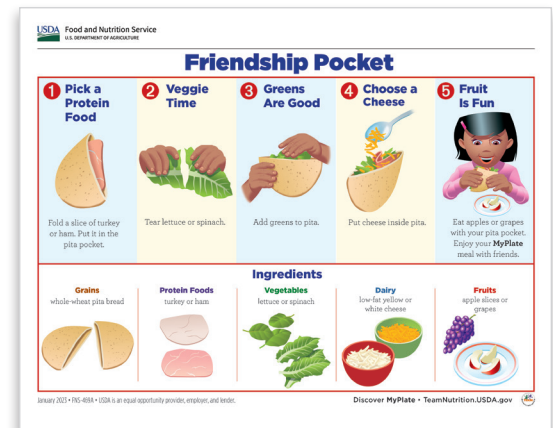
- Wash your hands before you touch food.
- Give others a chance to taste before you share your opinion.
- Use your senses—how does the food look, smell, feel, taste, sound?
- Help clean up when you are done.
- For polite food taster tips, see “Before the Taste Test” in **Appendix E: Taste Testing Activities**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

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.

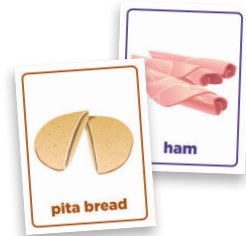


6. Display the **Look and Cook Recipe Card** (p. 77) where students can clearly see it as they make their **Friendship Pockets**.
7. Show students the food choices in each bowl. Talk about which foods belong to which food groups. Use the **Food Group Friends Profile Cards** to help with the discussion. 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.

Literacy Center (Small Group; time will vary)

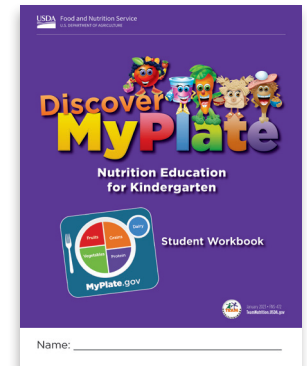
Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



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.



**(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!**

Extra Helpings

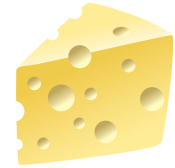
"A" Is for Apple (Small Group; 20 minutes)

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.



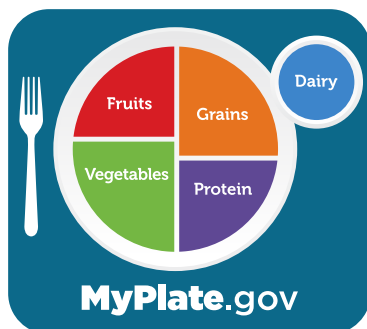
Topic:
Healthy Meals
Include Foods
From All Five
Food Groups



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?



Supplies and Preparation

Discover MyPlate Components*

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

Additional Supplies

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

* Order or download at TeamNutrition.USDA.gov.

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

★Teacher Tip★

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

Warm Up (Whole Group; 20 minutes)

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



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

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

Book Club (Whole Group; time will vary)

- Read books that focus on mealtime with your class. Review **Appendix A: Book Club** (p. 94) for suggested books and questions for this lesson. You may also find other selections in your library that can be used to generate a similar discussion.
Tip: Invite book buddies (students from older grades) to come and help their kindergarten buddies read.

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

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



★Teacher Tip★

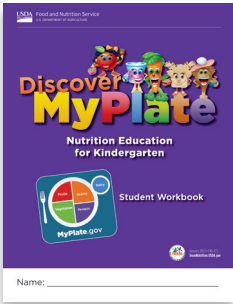
Food Group Friend images can be downloaded from TeamNutrition.USDA.gov.





Literacy Center (Small Group; time will vary)

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



Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups.

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



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

Keep Cooking!

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



Dramatic Play (Small Group; 15 minutes)

Is It Dinnertime Yet?

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

Lesson 2

Reflection & Assessment

(Whole Group; 5 minutes)

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

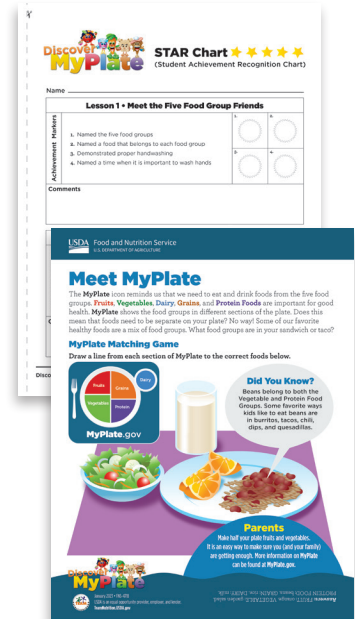
- What is a **MyPlate** meal?
- Why is it important to eat foods from all five food groups?

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

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

Lesson 2 Achievement Markers

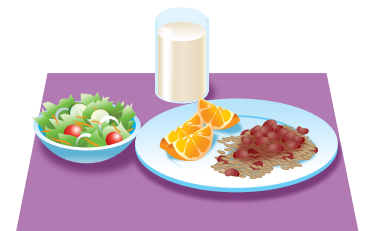
- Named five foods that make a **MyPlate** meal
 - Identified the **MyPlate** icon
 - Explained how the **MyPlate** icon serves as a reminder to eat from all five food groups
- ★ Award a star or sticker for each achievement!



Extra Helpings

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

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



Snack Time! Small Group (10 minutes)

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





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!



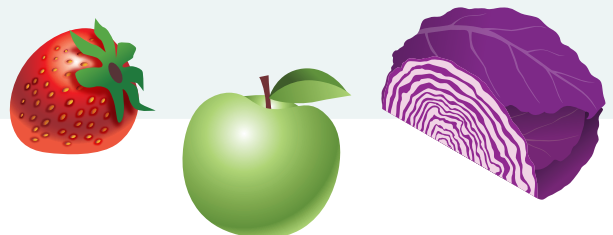
Learning Objectives

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?



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! iMmmm! iQué 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.

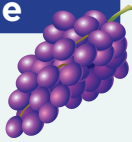
The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

★ 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.



Lesson 3

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.

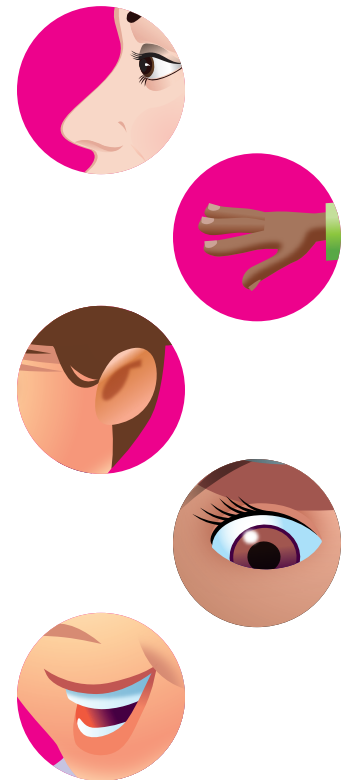
You may also find other selections in your library that can be used to generate a similar discussion.

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!

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.



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.

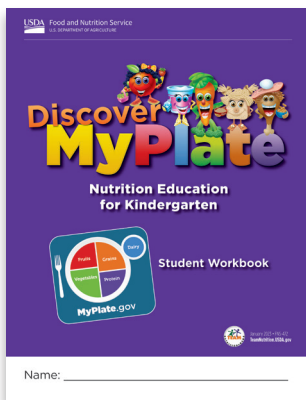


Literacy Center (Small Group; time will vary)

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.

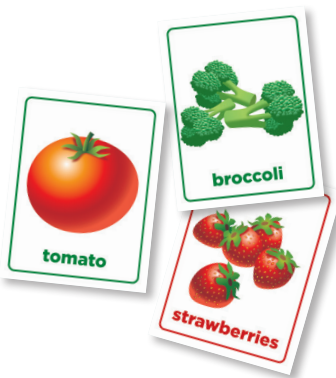
- **Snack Count** [WB, p. 19] Students count and compare healthy snack food items in this math activity.

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?

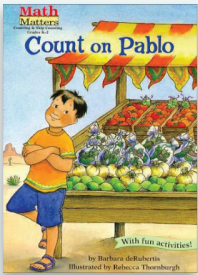
Allow students to play a spin on the classic “Guess Who” game using only the fruit and vegetable foods from the **Food Cards**. Put each food group in its own pile, facedown. Pairs of students will play where one player chooses a card from either card pile without the other player seeing what it is. 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.



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.



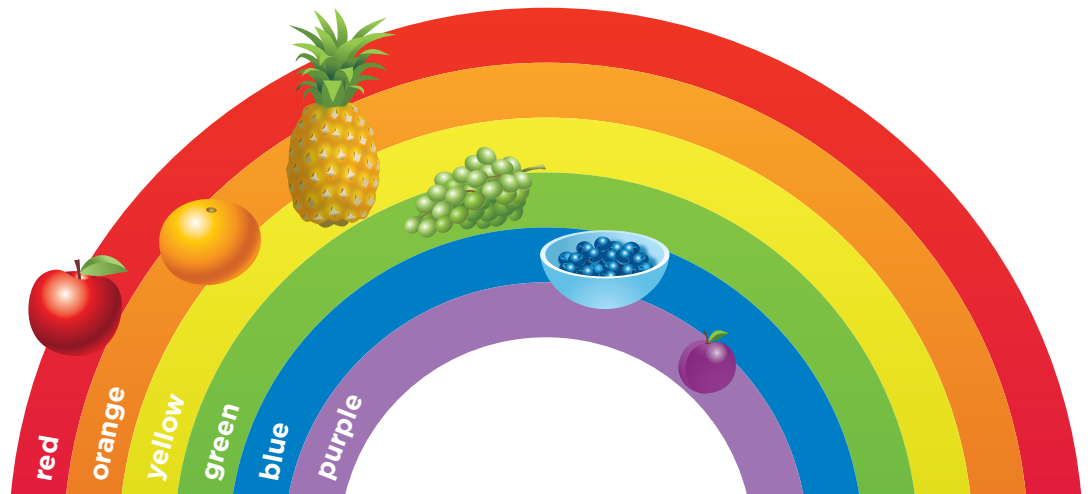
Reflection & Assessment



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!

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?

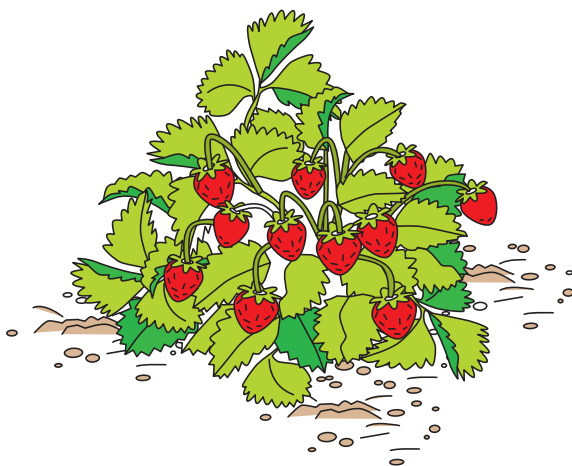




Lesson 4

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.



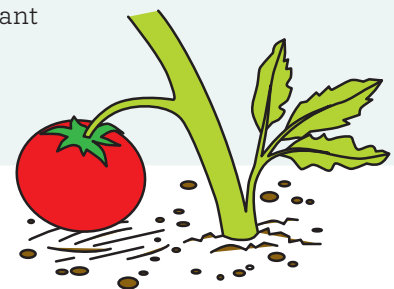
Learning Objectives

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?



Supplies and Preparation

Discover MyPlate Components*

- *The Five Food Groups* poster
- **Food Cards**
- **Garden Bite Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 83–85.)
- **Emergent Readers: *Where Food Comes From*** (Teacher and student versions)
- **Student Workbook** [WB; Activities 1–3, pp. 20–22]
- **STAR Chart**

Additional Supplies

- Suggested books** for **Book Club**:
 - *Tops and Bottoms* by Janet Stevens
 - *In the Garden with Dr. Carver* by Susan Grigsby
 - *Apple Countdown* by Joan Halub
 - *Water, Weed, and Wait* by Edith Hope Fine and Angela Demos Halpin
 - *The Ugly Vegetables* by Grace Lin

- Planting demonstration materials:
 - Dry pinto beans (1 per student)
 - 1 container (large enough to soak all beans in 1 cup of water)
 - Water (approximately 1 cup)
 - 1 spray bottle (to hold water)
 - 3–4 sheets of paper towels
 - 3–4 paper plates
 - Plastic wrap
 - Small clear plastic cups with drainage holes punched in the bottom (1 cup per student)
 - Potting soil (approximately 4 quarts)
 - Plastic spoons
 - Baking sheets/trays
 - Letter-sized plain white paper (3 sheets per student)
- Crayons, white paper, construction paper, scissors, glue, math manipulatives (or pennies, pretend money, or buttons for dramatic play), bulletin board paper, paint, star stickers, stapler, 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.

Warm Up (Whole Group; 20 minutes)

1. Begin by asking students what kinds of fruits and vegetables they ate for lunch (or ate yesterday). Invite students to circle any that are on **The Five Food Groups** poster, then chart their choices in the Activity Area. Ask: *Did you eat them at school for lunch or breakfast? Where do you think your school gets these foods from?* As they share, draw a store or farm on the board or poster.
2. Next, ask: *Where did the grocery store get them?* Allow students to think about experiences and observations, then share their ideas. For example, they may suggest farms, gardens, or trees.
3. Ask: *Have you ever seen fruits and vegetables growing (like when apple picking or in a garden at home)?* Explain to students that fruits and vegetables come from plants. Plants are living things. If possible, ask students to join you at the window and look outside. Ask students to name or point out different plants—trees, shrubs, flowers, etc.—that they see. Tell students that fruits and vegetables grow from seeds into plants, just like flowers do.
4. Explain that the fruits and vegetables that we eat are grown on plants in gardens and orchards, on farms, and in greenhouses. Ask students whether they have ever been to a farm or know of a garden in their community. People like gardeners and farmers work hard every day to grow plants, keep them healthy, and pick the fruits and vegetables we eat.
5. Ask students: *What do plants need to grow?* Explain that plants need certain things to grow: food (in soil), water, light, space, warmth, and air. Tell students that they will grow their own seeds in this lesson and learn how fruits and vegetables grow.

★Teacher Tip★

If you have a school garden, or access to a playground outside, continue this discussion outside while looking at plants.

Book Club (Whole Group; time will vary)

Read books with your class to further their learning about how fruits and vegetables grow. **Review Appendix A: Book Club (pp. 96–97) for suggested books with questions.** You may also find other selections in your library that can be used to generate a similar discussion.



Planting Demonstration

(Whole Group; 25 minutes, plus 5–10 minutes in subsequent days as plants grow)

Use the supplies listed on p. 45 for the following hands-on activity. It will activate your students' imaginations and cement their understanding of how plants—and fruits and vegetables—grow! This activity is intended for the observation of plant growth and not for the consumption of sprouts. Show students the farmer in the **Where Food Comes From Emergent Reader: Teacher's Edition**. Remind them that in this activity, they will be like the farmer!

Instructions:

- Cut white paper in half and distribute one half to each student. Give each student a bean to draw a picture of, and have them write “day 1” on top of their drawing.
- Collect the beans, put them in a container, and add water to cover. Allow to soak overnight.
- Dampen the paper towels and place each on a paper plate. Place 5 to 8 beans on each plate, keeping them to one side of the plate and separated slightly (beans should not be touching). Fold the empty half of the paper towel over the beans to cover them. Then cover the plates with plastic wrap.
- Store the beans in a dark location for about 3 days, after which the beans will start to sprout. Check the beans. Using another half sheet of paper, have students draw another picture from observation and write “day 3” on top.
- Using spoons, have students place potting soil into their plastic cup, a little more than half full.
- Let students place one bean sprout in a cup, near the edge, so they will see it through the side of the cup once it is covered with soil. Then, have students add another half inch of potting soil.
- Have students water the cups using a spray bottle until the soil is moist. Place them on trays by a window.
- Every 2 days, or when students notice a visible change, have them draw another picture (on a new half sheet of paper) of the plant and indicate the day. Continue until the plant grows to at least an inch above the soil. Each drawing can be stapled behind the previous drawing, ultimately forming a flip book of how plants grow.
- Have students describe what they notice during the process and at the end of the activity. What is growing? (*A plant/sprout*) Where is it growing from? (*The bean*) What do they think will grow from the bean seed? (*More beans*)

As a class, complete the **Student Workbook** activities **Time to Grow!** [WB, p. 20] and **Time for Strawberries** [WB, p. 22] to process and emphasize the growing cycle of a plant and what students will observe during their bean-growing activity. For **Time to Grow!** have students read each step about how a bean plant grows from seed to harvest. Have them describe what they see, if possible, using one of the bean sprouts or plants you are growing as a visual reference. Holding the plant, ask students: *What step is this plant in? What steps did it go through to get to this point? What happens next? What do we need to do to help it grow?*

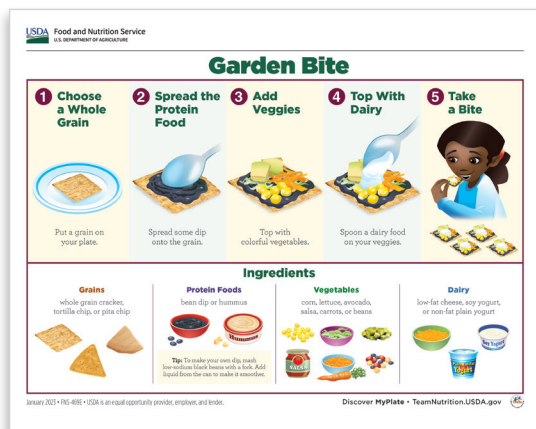


★Teacher Tip★

You may want to tie this demonstration to **Earth Day Celebration** ideas. See the Classroom Celebrations on pp. 70–75 for ideas.

Food Club (Whole Group; 25 minutes)**Garden Bite Look and Cook Activity**

(See pp. 83–85 for recipe ingredients, supplies, and step-by-step instructions.)



In this food preparation activity, students will choose protein, vegetable, and dairy foods to create a fun and healthy mini snack. Offering children ingredients to choose from engages them in making healthy choices. This activity also complements the food growing theme seen throughout Lesson 4. The veggies that grow on plants will soon be enjoyed on a **Garden Bite!**

1. Review the recipe and directions for making the **Garden Bite** on pp. 83–85. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with family volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of the vegetables (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 adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing the food (counting out crackers, washing veggies, etc.) while the remainder of the class works on other activities, such as the **Student Workbook** pages. Another idea is to set up multiple tables where groups of four–six students can all make their **Garden Bites** at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 49. 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 **Garden Bite**. Tell students that they will create a fun-sized snack that features garden vegetables that they have been learning about. Show the children that beans can fall into two categories—they are in the Protein Foods Group and in the Vegetable group. Let the children decide what interesting combinations their own bites will have—including a grain, a protein food, one or more vegetables, and dairy toppers. Then they will get to eat what they created!
6. Display the **Look and Cook Recipe** (p. 83) where students can clearly see it as they make their **Garden Bites**.
7. Show students the food choices in each bowl. Talk about which foods belong to which food groups. Use **The Five Food Groups** poster 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. Together with the class, use markers to write the foods used in the recipe in the Activity Area on the poster.

Taste Testing Activity

If you don't have enough time or resources to make the **Garden Bite**, introduce the students to just the yogurt (or another dairy food) in a taste testing activity.

- Display the **Mary Dairy Food Group Friend Profile Card** on the board or flip chart. Tell the students yogurt is part of the Dairy Group. Talk about the other foods that are part of the Dairy Group (milk, cheese, soy yogurt, soy milk).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

8. To get things started, assemble your own **Garden Bite** so the children can see how you build it. After the tasting activity, ask students to talk about what they chose for their **Garden Bite**. Invite students to share other foods they might choose next time they make a **Garden Bite**. Use the poster to record their ideas. What other foods from the Protein Foods, Grains, or Dairy groups might they choose? Encourage the children to make **Garden Bites** with their families at home. Send a copy of the **Look and Cook Recipe** home with the children.
9. 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.

Cafeteria Connections (Whole Group; each activity 30 minutes)

Farm to School

If your school has a farm-to-school program, invite a local farmer to talk with the class about what food they grow, when it is planted and harvested, and what foods (if any) the farmer produces for the school. Or, invite a chef from a local restaurant to talk to students about where they get food, and what fruits and vegetables are used in the menu. Ask students: *Have you seen or eaten any of these foods in the cafeteria?* Invite the farmer (or chef) to reread the **Where Food Comes From Emergent Reader: Teacher's Edition** to the students.

★Teacher Tip★

If you don't have a Farm to School program, consider starting one! Check out the USDA Farm to School Planning Toolkit for ideas.
fns.usda.gov/cfs/farm-school-planning-toolkit



Like to Eat Fruits and Vegetables

As a class, review the school lunch menu. Highlight foods students have learned about during **Book Club** (such as, George Washington Carver's peanut butter, farm-fresh apples, lettuce that grows as "tops," and carrots that grow as "bottoms"). Have students practice reading, then writing, sentences in the following format using new food vocabulary and sight words:

- I like to eat _____ (fruits or vegetables).
- I like to eat _____ (color) _____ (fruits or vegetables).
- I like to eat _____ (color) _____ (fruits or vegetables) because _____.

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. Pre-cut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

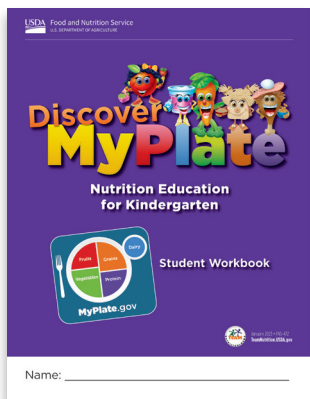
Remember to:

- 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.



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)

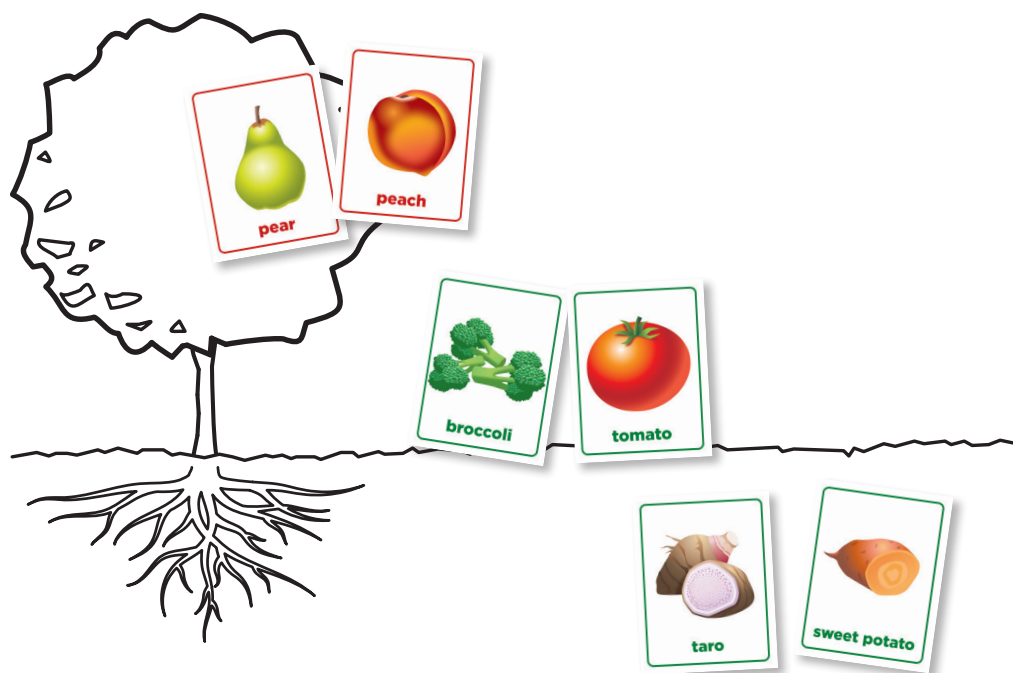
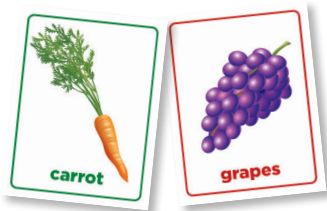
Have students complete workbook pages individually or in small groups.

- **Time to Grow!** [WB, p. 20] In this activity, children read about and color the steps for a bean plant to grow. Read the steps as a class. Introduce or review words like “grow,” “eat,” and “seed.”
- **1, 2, 3, 4 – Grow, Fruit and Veggies, Grow!** [WB, p. 21] Students practice counting skills in this activity, while also learning how some fruits and vegetables grow.
- **Time for Strawberries** [WB, p. 22] In this sequencing activity, students will discover how strawberries grow and learn to spell and write out the sight word “like” in a sentence.

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

Produce Pick!

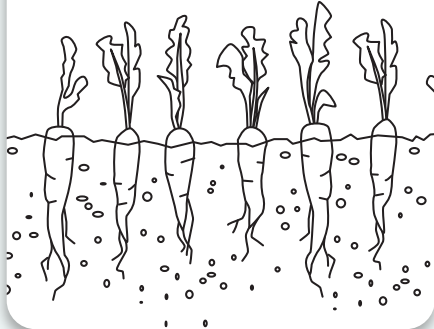
Draw pictures on the board of a tree and the soil line, showing below the soil line (dirt) and above (sky). Sort the **Food Cards** so that students can select either a fruit or a vegetable card. Once “picked,” discuss how that food grows—on trees, under the ground, or above ground (see examples p. 51). When the class decides how that fruit or vegetable grows, have students come up and point to the area of the picture that matches how it grows. Talk about experiences students may have had picking fruits and vegetables.



How Do Fruits and Veggies Grow?

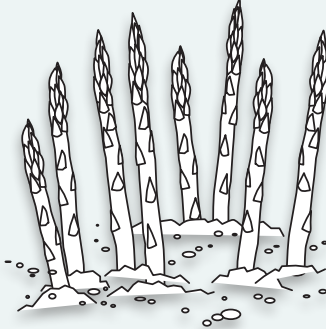
Did you know that fruits and vegetables grow in different ways and come from different parts of plants?

Below Ground



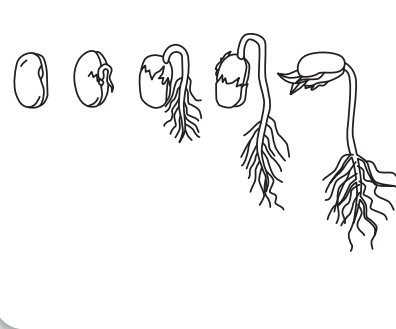
Some grow underground, such as **carrots**, onions, beets, and potatoes.

Above Ground



Some grow above ground, such as celery, rhubarb, **asparagus**, zucchini, tomatoes, avocados, oranges, watermelon, strawberries, apples, bananas, broccoli, pears, peppers, artichoke, leaf lettuce, spinach, grapes, kale, and kiwi.

As Seeds



Some are the seeds of a plant, such as corn, green peas, **beans**, and sunflower seeds.

Tip! See **Student Workbook** handouts *Time to Grow!* and *Time for Strawberries* [WB, p. 20, 22] for illustrations showing the steps of how a vegetable and a fruit grow from a seed.

Dramatic Play (Small Group; each activity 15 minutes)

Farm Fresh!

During dramatic playtime, allow students to run a pretend farmers market. Tell them that a farmers market is where growers go to sell their fruits and vegetables. If desired, one student can role play the farmer from *Where Food Comes From Emergent Reader* as she gets ready to take foods to the farmers market; another can role play Nate as a helper. Students can make signs selling their fresh fruit and vegetables (pretend foods, hand-drawn ones, or **Food Cards**), and sort them by color. They should write a price by each sign. Students can take turns running the market as farmers and “selling” their fruits and vegetables, suggesting foods for meals or snacks. Other students can “shop” for goods as customers using money (pennies, pretend money, buttons, or other math manipulatives in the classroom).



Ready, Set, Plant!

Ask students to make a pretend garden, orchard, or farm. They should work together to decide what types of fruits and vegetables to grow (such as apples, cabbage, or corn). Have them draw pictures of their farms and decide who will do the various jobs on the farm, like planting the crops, watering, and harvesting. They can make signs and invite others to come pick fresh produce at their farms and act out what that would be like.



Reflection & Assessment



(Whole Group; 20 minutes)

At the conclusion of the lesson, discuss as a class where fruits and vegetables come from and what plants need to grow. Have students draw one new fruit and one new vegetable that they learned about in this lesson. Help them write each fruit and vegetable name on their drawings. Display their labeled fruits and vegetables on a bulletin board. You can create a “My Food Grows” display with fruits and vegetables growing in a garden or on a tree, or create a “My Salad Grows” display with student drawings in large “salad” bowls. Add more fruits and vegetables to the board each day or week as you share what the class has tried, and reflect and build upon student vocabulary.

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 **Discover MyPlate with Nate and Kate Parent Handout** and **Garden Bite Look and Cook Recipe**.

Lesson 4 Achievement Markers

- Planted a bean sprout
- Identified the sequence in the plant life cycle as a bean grows from a seed to plant
- Named three things a plant needs to grow

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

Extra Helpings

Growing Together

(Small Group; 40 minutes)

Students can paint a group mural of a garden growing different fruits and vegetables. Each student can sign their name somewhere on the painting, and it can be displayed as part of a “Growing Together” display near the plants that they are growing.

(Whole Group; time will vary)

Take a field trip to a local farm to see fruits and vegetables growing. Or invite a local farmer to visit the class and talk about a fruit or vegetable they are growing.



Lesson 5

Starting Our Day With MyPlate

In this lesson, students continue to discover how eating healthy foods helps them to learn, play, and grow. They will reflect on how internal hunger and fullness cues are the body's way of saying when to eat and when to stop eating. Finally, students will discover how breakfast can give them the energy they need to start the day.



Learning Objectives

Students will be able to...

- Explain the importance of eating breakfast every day.
- Describe feelings of full and hungry.

Essential Questions

- How does our body tell us that it is time to eat?
- How do we know when we have had enough to eat?
- Why does our body need food?
- Why is it important to eat breakfast?

Supplies and Preparation

Discover MyPlate Components*

- Food Cards
- **Fruit-a-licious Breakfast Cup Look and Cook Recipe**
(A copy for each student and to display. Teacher recipe instructions and supplies on pp. 86–88.)
- **Emergent Reader: Dairy**
(Teacher and student versions)
- **Food Group Friends Profile Cards:**
Farrah Fruit, Jane Grain, Mary Dairy
- **Student Workbook** [WB; Activities 1–3, pp. 23–25]
- **STAR Chart**
- **Parent Handout: *Be Your Best With Breakfast***

Additional Supplies

- Suggested books** for **Book Club**:
 - *Bear Wants More* by Karma Wilson
 - *Choo Choo* by Virginia Lee Burton
 - *The Hatseller and the Monkeys: A West African Folktale*
- A balloon
- Crayons, construction paper, scissors, glue, star stickers

* Order or download at TeamNutrition.USDA.gov.

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

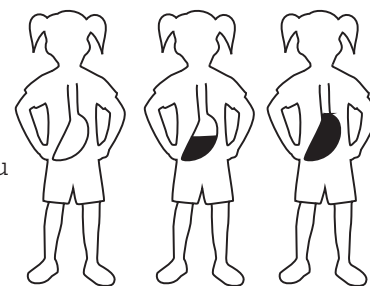
★Teacher Tip★

You can time this lesson to lead up to a **Welcome Winter Celebration!** See Classroom Celebrations on p. 72 for ideas.

**Warm Up** (Whole Group; 20 minutes)

1. Begin the lesson with a discussion of feeling hungry and full. Ask students: *How does our body tell us that it is time to eat? How do you feel when you wake up in the morning? Do you feel hungry? What does that feel like? How does your stomach feel? Does it growl? What do you think about when you feel hungry?* Explain that when our bellies are ready for food, we feel hungry. Our stomachs may gurgle or make funny noises and we think about wanting to eat. It is our body's way of telling us to start eating.
2. Now, ask students: *How do we know when we have had enough to eat? How do you feel after you have eaten? What does it feel like when you are full? How does your stomach feel then? Do you still think of wanting to eat food when you feel full?* Explain that when we have eaten enough food, our stomachs feel full. It is our body's way of telling us to stop eating. Sometimes when we keep eating even after our stomachs feel full, it makes us feel stuffed. (Show puffed-out cheeks to underscore the feeling.) Ask whether your students have ever felt this way. If we eat too much, we can get a stomachache and not feel well.

3. To reinforce students' understanding of being hungry and full, draw a visual on the board or chart paper similar to the one on the right. You may also use the **Student Workbook** activity **Breakfast Time!** [WB, p. 25], as it has the same illustration. You can also use a balloon to represent the stomach at different levels of fullness. The deflated balloon is like an empty stomach. You feel hungry when your stomach is empty. As you blow air into the balloon it becomes more and more full, like your stomach becomes fuller after eating.



How full does your stomach feel?



4. Next, speak with the class about breakfast. For a fun, active way to discuss types of breakfast foods students like to eat in the morning, have students stand in wide rows or scattered throughout the classroom (with an arm's length of space around them). One at a time, ask a student to say a food they ate, or like to eat, for breakfast. If other students (and you!) also ate or like to eat that food, they take one hop forward; if not, they should take one hop backward. If you have limited room, switch to hopping on one leg versus two or putting arms up versus down.
5. After the game, remind students that breakfast and other foods give us energy, like the batteries in a toy. Explain that breakfast is especially important because it is the first meal we eat after we have slept for a long time. Sleep helps our bodies rest. When we wake up, we need food to help us "recharge." That food helps us move and be active.
6. Tell students that there are "anytime" and "sometimes" breakfast foods. We need to choose the best fuel for our body. Healthy foods help our body work best. "Anytime" foods are the healthiest. They are great choices for breakfast, like whole-grain toast, low-fat yogurt, and fruit. "Sometimes" foods have lots of added sugars, salt, or fat, and other things we do not need. These foods are less healthy choices at breakfast. It is okay to eat them on special occasions, but not all the time. "Sometimes" foods are foods like donuts, pastries, sugary cereals, and bacon.

Book Club (Whole Group; time will vary)

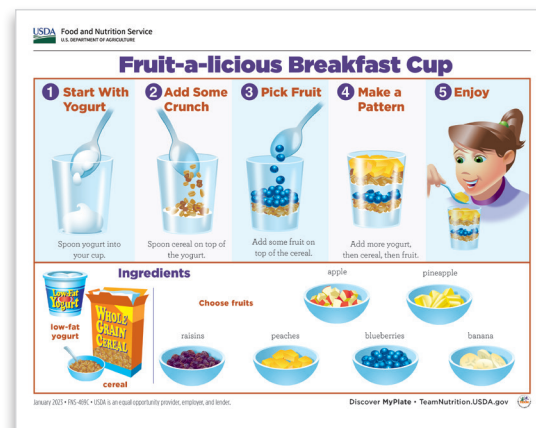
Read books with your class to further their learning about the importance of breakfast and feeling hungry and full. **Review Appendix A: Book Club (pp. 98–99) for suggested books with questions.** You may also find other selections in your library that can be used to generate a similar discussion.

**Food Club** (Whole Group; 25 minutes)**Fruit-a-licious Breakfast Cup****Look and Cook Activity**

(See pp. 86–88 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, students “invent” their own breakfast while creating a pattern by layering fruit, low-fat granola, and low-fat yogurt. This recipe uses an “assembly line” approach to allow students to make it their own while minimizing the amount of setup and cleanup for you!

1. Review the recipe and directions for making the **Fruit-a-licious Breakfast Cup** on pp. 86–88. 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.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 58. 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. 86) so students can clearly see it as they prepare their breakfast cups, and give each student a printed copy. Review the steps with students and demonstrate how they will be making their **Fruit-a-licious Breakfast Cup**. Using the **Farrah Fruit**, **Mary Dairy**, and **Jane Grain Profile Cards**, review the food group designations of each ingredient. Show students the different food choices, and encourage them to try a variety of fruits, including ones they haven't tried before. Remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your breakfast cup—they'll be more willing to try new foods when it is modeled for them. Encourage them to make one with their families at home. Send the **Look and Cook Recipe** home in their weekly folder.

**Taste Testing Activity**

If you don't have enough time or resources to make the **Fruit-a-licious Breakfast Cup**, introduce the students to just the blueberries (or another fruit) in a taste testing activity.

- Display the **Farrah Fruit Food Group Friend Profile Card** on the board or flip chart. Tell the students a blueberry is part of the Fruit Group. Talk about the other foods that are part of the Fruit Group (apples, blackberries, bananas, watermelon, strawberry, kiwi, grapes, oranges, cherries).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

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.

7. While students eat, read the **Emergent Reader Dairy**. Ask students: *What is yogurt made from? (Milk)* Remind students that foods from the Dairy Group, like yogurt, help keep bones and teeth strong. Ask students to name other dairy foods they can eat at breakfast (for example, low-fat milk or cheese). Ask students to share how the fruits in their breakfast cup tasted. Explain that plain fruits are naturally sweet and better for us than foods that have lots of sugar added to them, such as donuts or sugary cereals. Fruits like the ones used in the breakfast cup are "anytime" foods. Donuts and high-sugar cereals are "sometimes" foods. The **Fruit-a-licious Breakfast Cup** has foods from three food groups: Fruits, Dairy, and Grains. Ask: *What food groups are missing?* (Protein Foods, Vegetables) Sometimes our breakfast does not include all five food groups. How could we include a protein food and vegetable at snack time to make up for the fact that we missed them at breakfast? (For example, peanut butter on celery sticks or hummus and carrot sticks.)
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.

Cafeteria Connection

(Whole Group; 20 minutes, around breakfast time)

Breakfast Badges

Create a circular badge that reads "I ate breakfast today!" or download and use the Team Nutrition "Breakfast Superstar!" badge from TeamNutrition.USDA.gov. Then,



photocopy enough for your class, or write the words for your students on badges. Have students decorate and add their names to the badges. Students can wear their badges each day that they eat breakfast. Students may also create posters and fliers with the same message to display on the cafeteria walls and hallways.

Meet with school nutrition services and have students show their badges, present the posters, and explain what they've learned about the importance of eating breakfast. Ask your school's Nutrition Services Director or Cafeteria Manager to show students the types of foods offered at the school for breakfast. Include a taste test of some of the foods available, if possible, and allow students to put a smiley-face sticker next to their favorite samples.



Lesson 5

Small Group Activities

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

Literacy Center (Small Group; time will vary)

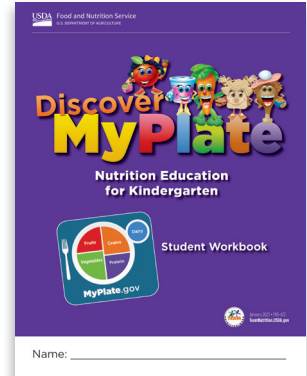
Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



Student Workbook (Small Group; time will vary)

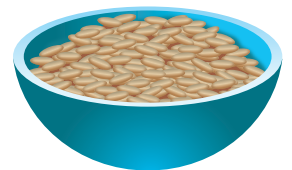
Have students complete workbook pages individually or in small groups. This can be done during Center Time or during the **Food Club Look and Cook** activity.

- **What a Day!** [WB, p. 23] In the first activity, students put illustrations depicting a typical child's day into the correct sequence. Pictures can also be cut out and glued onto construction paper in the correct sequence. You may then want to transcribe a sentence or two about how breakfast gives them energy for school and play.
- **Where Is the Fruit?** [WB, p. 24] Students will need to identify the beginning sounds of several words to decode a message in this activity.
- **Breakfast Time!** [WB, p. 25] In this activity, students build a breakfast choosing foods from four of the five food groups, and then pick a vegetable for a snack. They also answer questions about feeling hungry or full.



What's On Your Menu? (Small Group; time will vary)

Have students talk about their favorite breakfast foods. Explain that what you eat for breakfast may be different depending on where you live and your cultures and traditions. There are lots of ways to eat a healthy breakfast. Ask students: *Do you think rice is a breakfast food?* Explain that for some people it may be. For example, kids in South Korea often eat rice with fish and vegetables for breakfast. Ask students: *Does your family or your relatives eat any other types of foods for breakfast?*



Supply students with paper and crayons and ask them to make a breakfast menu that represents their cultures.





Dramatic Play

Order Up! (Small Group; 20 minutes)

Talk with students about breakfast choices from all five food groups. Explain that if their breakfast does not include all five food groups, they can eat a food from the missing food group later for a snack. For example, they could eat baby carrots as a snack if there was no vegetable at breakfast. Their breakfast should include at least three of the five food groups.

Examples could include (**Food Cards** are noted in bold):

- **Tortilla, eggs, cheese, tomato** salsa, **fat-free milk, orange**
- Whole-wheat toast (**bread**), **peanut butter, fat-free milk, banana**, (for later, snack bag of cherry **tomatoes**)
- **Oatmeal**, nuts, **peaches, fat-free milk**, (for later, snack bag of baby **carrots**)
- Whole-grain waffle sticks, **strawberries, low-fat yogurt**, (for later, celery with **peanut butter**)

The selected **Food Cards** and kid-drawn breakfast items can become the “menu” at the “Fuel-Up Friendship Café.” Here, student “diners” can chat with their friends and order “**MyPlate** breakfasts” with foods from each food group. When students first get to the café, have them act out what it feels like to be low on “fuel” or energy. Instruct students to act out how it can feel to be fueled up and ready to start the day after eating at the café.

Doll Play (Small Group; 15 minutes)

To reinforce the ideas of being hungry and full, encourage students to use dolls you may have in your classroom and pretend different scenarios, including:

- The dolls are hungry and the students need to feed them.
- The dolls are full and so they stop eating.
- The dolls have energy to play after they’ve eaten.



Lesson 5

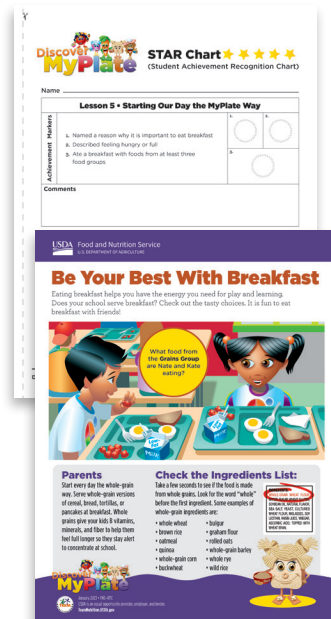
Reflection & Assessment

(Whole Group; 20 minutes)

As a reflection at the end of the lesson, have students create a storybook about their mornings titled “Starting My Day.” The story can start with them waking up in the morning, how they feel before breakfast, what they eat for breakfast, how they feel and what they do after breakfast, and ending with them in the classroom with friends, ready to learn, play, and be active. Assign scenes for each student to draw. Have them draw and label their favorite healthy breakfast foods, including a variety of fruits and some new ones they have tried. Put the storybook together and make copies available for families, or display a copy in the library or cafeteria for other students to see.

Reward students 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 **Be Your Best With Breakfast Parent Handout** and **Fruit-a-licious Breakfast Cup Look and Cook Recipe**.



Lesson 5 Achievement Markers

- Named a reason why it is important to eat breakfast
 - Described feeling hungry or full
 - Ate a breakfast from at least three food groups
- ★ Award a star or sticker for each achievement!

Extra Helpings

Breakfast Boost! (Whole Group; 20 minutes)

Take a class vote on which fruits your students like to eat at breakfast time. Prepare chart paper with pictures of the various foods. Have students help you create a graph to show the results by adding a smiley face next to or under the fruit they are voting for. Ask: *Which is the class favorite? How many votes did it get? What are three new fruits we can try at breakfast time?* After the vote, allow students five minutes of “wiggle and giggle” time to signify the energy they gain by eating breakfast! Eating breakfast is as easy as ABC: think of a food that you can eat for breakfast that starts with each letter of the alphabet.





Lesson 6

Let's Play, Let's Party!

Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play. Parents are invited to participate in a cumulative activity and celebration that includes a healthy snack and move-and-groove activity.



Learning Objectives

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**.

Essential Questions

- Why is it important to be active every day?
- What gives us the energy to be active?
- What are some ways to be active?

Supplies and Preparation

Discover MyPlate Components*

- *Reach for the Sky* song
- Food Cards
- **Food Group Friend Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 89–91.)
- **Emergent Reader: *A MyPlate Meal*** (Teacher and student versions)
- **Food Group Friends Profile Cards**
- **Student Workbook** [WB; Activities 1–2, pp. 26–27]
- **STAR Chart**
- **Parent Handout: *Move, Play, Have Fun!***

Additional Supplies

- Suggested books** for **Book Club**:
 - *The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell
 - *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees
 - *Move!* by Lolly Hopwood and YoYo Kusters
- White 8.5" x 11" paper (1 sheet per student)
- 5 buckets or boxes (shoe-box size)
- Pictures of foods to represent each food group
- Crayons, construction paper, scissors, glue, star stickers

* 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.

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. Pre-cut 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.

Warm Up (Whole Group; 20 minutes)

1. Gather students in a circle on the carpet and review the introductory discussion from Lesson 2 by asking: *Do you remember what else we can do to keep our bodies healthy, in addition to making healthy food choices?* Invite students to share their responses. Display the **MyPlate Nate and Kate Profile Card** on the board or a flip chart. Remind students that Nate and Kate like to 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. Explain that our bodies are meant to move. We need to be physically active each day so that our muscles, heart, and bones are strong. Invite volunteers to share how they like to be active and move (for example, "I like to play soccer" or "I like to dance"). Continue the exercise until all students have had a chance to name an activity.
3. Explain that, when we are active and move, we use energy. Have students use some energy by standing up, jumping up and down in place, and wiggling their arms. After a few seconds, have them sit back down. Ask them how they feel. Tell them that, when we are physically active, we use our muscles, and our heart beats a little faster. Ask students to put their hands over their hearts and feel it beating.
4. Explain that our heart has a big job to do. It pumps blood to all parts of the body. When we are physically active, our muscles need more blood, so the heart must work harder. It gets a workout. This is good for our bodies and helps make them stronger and healthier.
5. Ask students how the foods they eat can make a difference in how they feel when they are active (for instance, when they play soccer or run around at recess). Give the example that, just as a toy needs the right kind of battery to make it work, and a car needs fuel to make it go, our body needs healthy foods from the five food groups to be its best at sports and play.
6. To reinforce this concept, have students fold a piece of paper in half. On the left side, ask them to draw a picture of one of their favorite healthy meals or snacks. On the right, they should draw one of their favorite ways to be active and play. Display these on a "Healthy Foods Give Us a Boost" bulletin board.

Book Club (Whole Group; time will vary)

Continue the conversation about different ways to be active and play by reading books with your class that include forms of physical activity. **Review Appendix A: Book Club (pp. 100–101) for suggested books with questions.** You may also find other selections in your library that can be used to generate a similar discussion.



Food Club Whole Group (25 minutes)**Food Group Friend Look and Cook Activity**

(See pp. 89–91 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, children and parents work together to create a snack using foods from all five food groups. Involving parents in this activity helps connect the lesson to the home, and provides the opportunity for children to observe their parents eating healthy foods. By allowing children to use their creativity to build their own **Food Group Friend**, children apply their knowledge of what foods belong to each food group and build skills needed to create healthy snacks at home.

1. Review the recipe and directions for making the **Food Group Friend** on pp. 89–91. The recipe serves 20, so adjust the recipe amounts to suit the size of your class and to provide samples for attending adults.
2. Talk with parent volunteers or school nutrition services to 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. Since parents are to participate in this activity, you will probably want your whole class to do it at the same time. Make sure your space has enough room for both parents and children to participate in the activity.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 64. 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. 89) so students and parents can clearly see it as they prepare their **Food Group Friend**. Provide a copy of the recipe for each student/family. Review the steps and demonstrate how everyone will be making their **Food Group Friends**. Show students and parents the different food choices in each food group.
6. Give parents and students a plate and instruct them to begin by choosing a whole-grain base for their face (either a brown rice cake, slice of whole-wheat bread, or half of a toasted whole-wheat English muffin). Remind them to use the serving utensils, not fingers, to select foods. If parents/caregivers are present, invite them to assist their child as needed.
7. Ask children to share their finished creations and identify foods they used with the rest of the class in a short show-and-tell. If your class is large, do this sharing in small groups (for example, have students present their creation to others sitting at their table). If possible, take pictures of children and their parents with their **Food Group Friend** creations. Finish the activity by enjoying a meal together! Send the **Look and Cook Recipe** home with parents/caregivers or students.
8. Clean up. Have students work with parents and adult volunteers 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 **Food Group Friend**, introduce the students to just the beans (or another protein food) in a taste testing activity.

- Display the **Dean Protein Profile Card** on the board or flip chart. Tell the students some beans are part of the Protein Food Group. They can also be part of the Vegetable Group. Talk about the other foods that are part of the Protein Food Group (chicken, ham, eggs, peanuts, chickpeas, lentils).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

Whole Group Activities (continued)

Discover MyPlate Celebration! (Whole Group; time will vary)

Invite parents or caregivers to attend this special “event” (see the invitation template under **Extra Helpings** on p. 69). Use the **Food Club** activity on p. 65, have students read **A MyPlate Meal** aloud as part of the celebration, or show off bulletin board displays. Be sure to post a full set of parent handouts (p. 102) to reinforce the many **Discover MyPlate** activities and learnings the children have enjoyed! As part of the celebration, have students act out and sing the **Reach for the Sky** song for families. Invite parents to join in and act out the motions in an encore performance! Share with parents their children’s achievements by showing them the **STAR Charts**. To close out the celebration, present certificates to students (see **Reflection & Assessment**). Design the celebration event to suit your time schedule. If some students’ parents/caregivers are unable to attend the event, assign attending parents or adult volunteers to help more than one child at a time.



MyPlate Celebration Agenda Ideas

- **Food Club** Tasting Event
- Storytime with a **MyPlate Meal**
- **Reach for the Sky** performance
- **STAR Charts** showcase
- Certificate presentation

Celebration Invitation

Send an invitation home to family members for the culminating celebration activity. See template on p. 69.



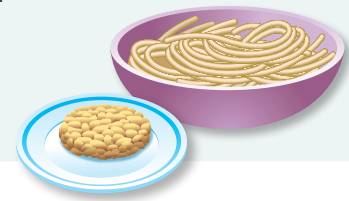
Cafeteria Connection (Whole Group; 20 minutes, around lunchtime) Eat Smart and Play Hard!

Look at the school lunch menu for the following week. Invite students to come up with physical activity-themed names for each menu option. For example: “Home Run Sliders,” “Touchdown Turkey,” “Skater Salad Shakers,” “All-Star Burritos,” and “High Jump Broccoli.” Ask students to make drawings for signs to go with each dish, and display the drawings when the menu items are being served.

★Teacher Tip★

How Can You Tell If It Is a Whole Grain? When selecting the grains to use in the Food Group Friend recipe, follow these guidelines to identify whole-grain options:

- Check the information on the package. Choose breads that have “100% Whole Grain” (or “100% Whole Wheat”) on the package.
- Check the ingredients list and look for the word “whole” before the first ingredient.
- Look for rice cakes made with brown rice. Brown rice is a whole grain.



Lesson 6

Small Group Activities

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

Literacy Center (Small Group; time will vary)

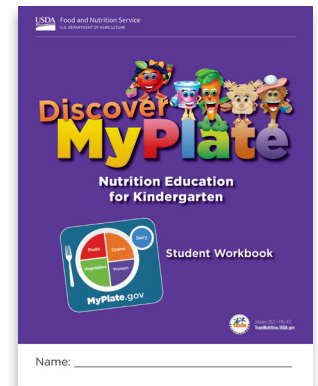
Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups. At the conclusion of the lesson, send workbooks with completed **STAR Charts** home with students and their parents.

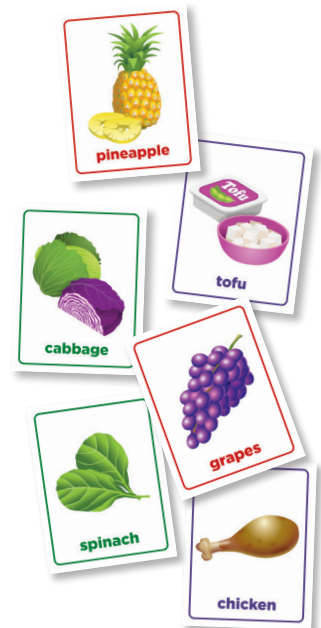
- **Run, Jump, Play!** [WB, p. 26] Students will categorize pictures that show the best ways to be active and play.
- **Field Day Fun!** [WB, p. 27] Students complete a maze to help **MyPlate Nate** and **Kate** find their way to the park for their school's field day by spelling out MY PLATE.
- **Discover MyPlate Certificate** [WB, p. 29] This page features a certificate for students. You may award these at the conclusion of the celebration activity (see **Reflection & Assessment** on next page). Encourage students to keep up the good work and help their families shop for and prepare meals following **MyPlate**. Remind them that being physically active together as a family is great fun and good for everyone.



Food Cards (Small Group: 3–4 students; 20 minutes)

Food Group Relay

As part of the celebration, set up a relay in the gym or on the playground. (Parents can help supervise and facilitate.) Place five buckets labeled with pictures of foods from the five food groups at different areas. Working in two teams of 3–4 students each, give each team several **Food Cards** (at least enough so that each student will get a turn twice). When the game starts, the first students from both teams pick a card from their decks at random and run to put it in the correct food group bucket. When they come back, they tag the next student in line. The game continues until a team correctly sorts all of the cards. The first team to do so wins. After the game, the whole group should review the cards in each bucket to see whether they were placed correctly and to discuss any that were not. Repeat play until every student has had a turn.



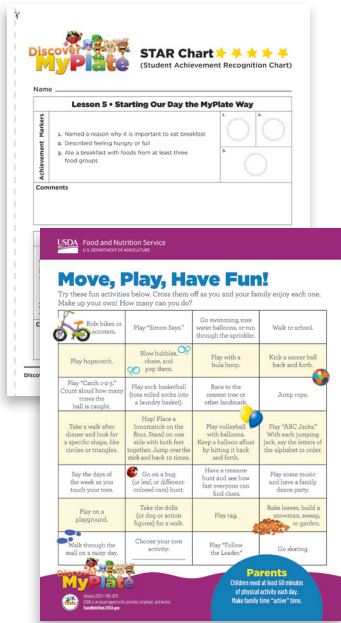
Dramatic Play (Small Group; 15 minutes)

Act Out!

Have students choose an adventure or job they would like to act out that requires them to be physically active. For example, they could go “pretend camping,” in which they would hike, fish, and canoe (cardboard boat), then make a healthy snack to eat at the campground. Alternatively, they could run a pretend dance studio with classes or create a firefighter-training center where students have to carry or pass buckets of water.



Reflection & Assessment



At the end of this final lesson, talk and reflect with students about what they have learned in **Discover MyPlate**, including:

- The names of the five food groups and foods that belong to each group.
- Using the **MyPlate** icon as a reminder to eat a variety of foods from the five food groups.
- How fruits and vegetables come in many colors, help keep us healthy, and are grown from seeds to plants.
- Why eating breakfast every day is important.
- How healthy food choices and physical activity help the body grow, stay healthy, play, and learn.

Reward students with a star or sticker for their efforts and ability to meet the achievement markers of this lesson. Students may add their stars or stickers to the **STAR Chart**.

Ask students to think about three things that they learned. Have them make a drawing for each and label with new words they have learned. Alternatively, you may work with students in small groups to discuss each of these points, then have each group share with the rest of the class. Review information with individual students who need more assistance. If there is extra time, you can create a bulletin display for other classes, teachers, and parents to share what your students have learned.

Finally, to conclude the unit and the celebration, present each student with a **Discover MyPlate Certificate** (found at the end of the **Student Workbook**). Remember to send home the **Move, Play, Have Fun! Parent Handout**, **Food Group Friend Look and Cook Recipe**, **Emergent Readers**, and completed **Student Workbooks**.

Lesson 6 Achievement Markers

- Named three different ways to be physically active
- Named two reasons why it is important to be physically active every day
- Explained that healthy food choices help fuel our bodies to play and be active
- Prepared (and tasted!) a **MyPlate** snack

★ Award a star or sticker for each achievement!

Extra Helpings

Celebration Invitation

Use and modify the following template to send home to family members inviting them to the culminating celebration activity. Download an electronic version that you can customize at **TeamNutrition.USDA.gov**.

Dear Parent,

You're invited to attend a special event on _____ to see
date
how much your child has learned about healthy eating and being
physically active. RSVP at _____ by _____.
email date

We can use some extra hands, so let us know if you
would like to volunteer.

We hope you celebrate with us! _____
teacher's signature



Classroom Celebrations

Celebrations and seasonal holidays are an important part of the kindergarten experience. The following ideas will help you incorporate healthier snacks and physical activity into these special events! We've included ways that these events can support the learning in the six **Discover MyPlate** lessons, but you can also use these ideas anytime.



Back-to-School Friendship Celebration (try with Lesson 1)

To help students forge new friendships, set aside time to play games and enjoy a healthful snack.

Foods:

Pair students together to make the **Friendship Pocket** (see **Look and Cook** recipe and teacher instructions on pp. 77-79).

Activities/Games:

- Ask students different questions that require movements for the answers, such as: *Do you have a brother?* Jump like a frog for yes; do jumping jacks for no. *Do you like to play on the slide?* Hop like a rabbit for yes; crawl like a caterpillar for no.
- Pair students to ask each other questions about foods and activities they like (such as a favorite dinner, activity/sport, snack, or recess game), and then have them draw pictures showing their new friend's answer. After everyone is done, ask pairs of students to share what they learned about their new friends with the rest of the class.

Getting Parent Support

Communicate with parents about ways they can support healthier celebrations.

Invite parents to participate and give ideas for healthier snacks they can contribute. After celebrations, share how much the class enjoyed these healthier options, and also learned skills that support a healthy lifestyle.



Halloween and Fall Harvest Celebration

(try with Lessons 3 and 4)

Turn this classic school celebration into one that highlights the fall harvest of fruits and vegetables.

Snack:

For a fun but healthy treat, ask parents to provide roasted pumpkin seeds, fresh apple slices (pineapple or orange juice keeps them from browning), orange-colored fruits and vegetables (such as mandarin orange snack cups with jack-o'-lantern faces drawn on the sides or carrots with low-fat ranch dip), or whole-grain pumpkin muffins. Also see the **Garden Bite** (see **Look and Cook** recipe and teacher instructions on pp. 83–85).

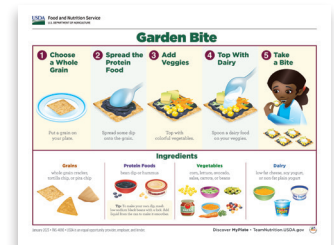
Activities/Games:

- Conduct an apple tasting with at least three varieties of apples, such as Granny Smith, Fuji, and Yellow Delicious (a green, red, and yellow variety). Rinse apples under running water, and cut them into slices, allowing students to try each type. Have students write their names on paper apples, then color them to resemble their favorite. Create a class chart and bar graph using students' paper apples to show class favorites.
- You may also want to do a class tasting and vote of other fall fruits or vegetables such as pears, tangerines, baked butternut squash, or cooked sweet potatoes.
- As part of the seasonal celebration, have students create drawings of various Halloween-themed items like jack-o'-lanterns, bats, or pointed hats. Head out to the playground and place them around for a game of Halloween tag. Explain that, to be "safe," you must touch a Halloween drawing.
- Share printouts of the **Where Food Comes From Emergent Reader** pages as you talk about harvesting fruits and vegetables. Encourage children to color in the pages to illustrate the colorful bounty of the harvest!



★Teacher Tip★

October is National Apple Month.



Thanksgiving Celebration (try with Lessons 2 and 4)

Celebrate this national holiday with healthy favorites.

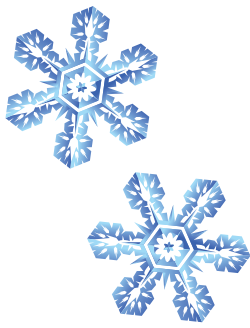
Snack:

Coordinate with the school Nutrition Services Director and parent volunteers to offer students a **MyPlate** Thanksgiving. Allow students to taste a sampling of traditional Thanksgiving foods from each food group. For example: turkey (Protein Foods); beans, squash, potatoes (white and sweet), pumpkin, corn (Vegetables; beans can also be a Protein Food); cranberry sauce, apples (Fruits); stuffing, cornbread (Grains). Fat-free or low-fat (1%) milk (Dairy) is a refreshing beverage to enjoy with your Thanksgiving meal. You can also invite students to sample a "pumpkin pie smoothie" made with low-fat vanilla yogurt, frozen pumpkin purée, and a little ground cinnamon.

Activities/Games:

- If your school is collecting food for local soup kitchens or food banks, make it a "**MyPlate** Food Drive" and encourage non-perishable donations from all food groups. Also, have your class create decorative "placemats" to donate along with the food to help make Thanksgiving dinner more festive for visitors.
- Add another traditional element to your school Thanksgiving celebration—American "touch" football! Coordinate with the physical education teacher and try to find time when your class can visit the gym or playground to learn how to throw, catch, and run the ball. Allow students to suggest their favorite physical activities in order to make reasonable modifications necessary to accommodate all of your students.





Welcome Winter! Celebration (try with Lesson 5)

There are a lot of reasons to celebrate this time of year, aside from the holidays. The winter solstice offers a great opportunity to celebrate the season and the start of a new year!

Snack:

Have a pajama day and enjoy a “cozy” warm breakfast at school. If your school participates in the School Breakfast Program, coordinate with your school Nutrition Services Director to plan this event. If not, ask parent volunteers to provide hot oatmeal in an insulated container or slow cooker. Serve it with fruit and low-fat milk.

Activities/Games:

- To extend the celebration and have some indoor fun, set up an obstacle course in the gym with a winter theme. Stations could include:
 - “The Snowman”—with students jumping in and around three Hula-Hoops on the floor
 - “The Snowball Toss”—where students throw beanbags into buckets
 - “The Sleigh Pull”—with students using jump ropes to move basketballs from one area to another

Work with other teachers and the physical education instructor to develop the course. Alter the obstacles to fit local traditions or climate, such as a “beach volleyball” station for warmer cities, or a mock rodeo obstacle for schools in the West (for example, kids can lasso a bag of potatoes and ride bikes instead of horses around cones). Then, make it an annual celebration the whole school can enjoy.

- In honor of the shortest day of the year, have students draw pictures showing how they might take advantage of the day of the year with the fewest daylight hours.

★Teacher Tip★

January is National Oatmeal Month.



Valentine’s Day Celebration (try with Lesson 3)

Make the theme of this celebration “I’m Sweet on You,” and focus on trying sweet but healthy fruits.

Snack:

Make the **Fruit-a-licious Breakfast Cups** (see pp. 86–88 for **Look and Cook Recipe**) using red strawberries as the fruit. Other red fruits and vegetables are also great offerings for Valentine’s Day. (See sidebar on p. 36 for examples.)

Activities/Games:

- Similar to the apple tasting for Halloween, conduct a berry tasting where students try strawberries, blueberries, and raspberries separately. Have students write their names on heart-shaped cutouts. Then, make a graph on chart paper where students can tape or glue their hearts under pictures of their favorite berry.
- Valentine’s Day is all about the heart, and there is no better way to help your heart get stronger than to get moving. Celebrate Valentine’s Day with heart-thumping relay races, jump rope, or jogging.
- Make Valentine’s Day crafts. Have children create a ‘heart’ strawberry or apple Valentine’s day card for a friend or family member. Teachers/students cut out medium and mini pink and red hearts to design their strawberry or apple. Add a sweet note such as: “You are berry sweet” or “You are the apple of my eye.”
- Have students create a class book of foods they love. Teachers can add pictures to the book or chart. Examples: *I heart sweet strawberries. I heart marvelous mangos. I heart wonderful watermelons. I heart crunchy carrots.*



100th-Day-of-School Celebration (try with Lesson 6)

Use these ideas to celebrate this exciting time for kindergarteners.

Snack:

Have each student create a 100-item snack mix using 10 of each type of ingredient, such as whole-grain cereals in different shapes (e.g., O's, squares), light popcorn, dried fruits (e.g., raisins, chopped dried apricots, or dried apple pieces), and small whole-grain crackers. See if students can guess the number of items on their plate before actually counting them. Then, have them count to see how close they were.

Activities/Games:

- Create artwork to celebrate the 100th Day of School by having each student make two handprints on a piece of paper. Use the handprints to reinforce counting by 5s and 10s. Hang the handprint papers in groups of 10 with sayings such as “10 Friends, 100 Fingers.”
- Create a “100” art piece by counting and using 100 dried beans, macaroni, or pictures of physical activity. Or, find 20 pictures of each food group and make a 100-foods **MyPlate** collage!
- Take counting to a new level! Work with your physical education teacher and have students go to the gym or outside and rotate through 10 stations where they do: 10 jumping jacks, 10 Hula-Hoops, 10 high jumps, catch a ball 10 times, etc. At the end of the circuit, give each child a sticker or a badge that says, “I did 100 physical activities today!”
- As a quick classroom activity break, challenge students to see how many times they can touch their toes in 100 seconds.



St. Patrick's Day Celebration and Dr. Seuss' Birthday (try with Lesson 3)

A green holiday deserves a green celebration! Since March is also Dr. Seuss' birthday, read **Green Eggs and Ham** to set the mood and begin a discussion about being open to trying new things.

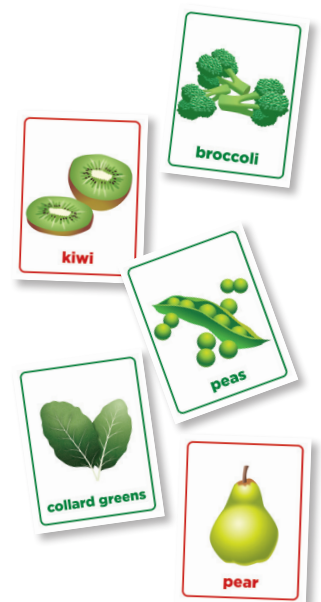
Snacks:

Promote a “be seen eating green” healthy challenge and tasting celebration. Provide green fruits such as green grapes, apples, kiwi, honeydew melon, and pears; and vegetables like fresh spinach, broccoli, green beans, green bell peppers, cucumbers, and peas. Encourage students to try something new and then vote on their favorites. You can even serve green eggs—scrambled eggs made with frozen chopped spinach.

Activities/Games:

To celebrate Dr. Seuss' birthday:

- For a science tie-in, read **Bartholomew and the Oobleck** by Dr. Seuss and make the gooey green “oobleck” in class.
- To further honor Dr. Seuss, play outside or in the gym, but play “backwards” games (e.g., run the bases backward in kickball, start at the top of the hopscotch board, roll the soccer balls into the nets). Students can also try balancing red beanbags, a **Ten Apples Up On Top** by Dr. Seuss, on their heads as part of a class relay.
- Read **The Foot Book** by Dr. Seuss and have students act out each movement as it is being read to them. Coordinate with the physical education teacher to come up with additional fun activity ideas.





Celebrate St. Patrick's Day in new ways:

- Build off the holiday's rainbow theme by making the **Crunchy Rainbow Wrap** (see the **Look and Cook** recipe on pp. 80–82).
- Teach students to do an Irish jig.
- Go on a “gold hunt” on the playground, where students look for plastic gold coins.

Swing Into Spring Celebration (try with Lessons 2 and 6)

Just before or after spring break, hold a celebration for the start of the growing season.

Snack:

Serve healthy refreshments from each food group. Include beverages such as water steeped with cucumbers, lemon, and mint as a refreshing twist. Or, try water with slices of apples, strawberries, or oranges for a hint of sweetness. Make “ants on a log”—thinly spread sunflower seed butter on narrow celery sticks and top with raisins in a row. Create butterfly snacks using a banana, cheese stick, or whole-grain pretzel rod as the center, and create wings using sliced cheese, bread, and/or fruit. Make flower-shaped snacks using sliced vegetables or fruits.

Activities/Games:

- Invite other kindergarten classes to join you in the gym for a special dance celebration! Bring in different types of music (salsa, hip-hop, country, rock, etc.), then have students vote on their favorite music/dance. Let students move and groove to the music as they choose. You may want to invite parents to join, or even hold the celebration at night so families can take part together.
- Take a nature walk and look for plants and budding trees or flowers as temperatures get warmer.
- Hunt for colorful envelopes or plastic eggs filled with small physical activity cards (for example, bunny hop, horse gallop, duck walk, or a caterpillar crawl). Have children perform each activity.
 - Did you know that baskets used for carrying harvested peaches were once used as the “basket” in basketball? Commemorate such inventiveness by setting up a beanbag toss. Position baskets at various lengths away from starting lines (use jump ropes to mark where students should stand) and leave beanbags at each station. Have students start at one location and try to throw the beanbags into the baskets before running to the next station.



Earth Day Celebration (try with Lesson 4)

To underscore how fruits and vegetables are grown, and to show our respect and gratitude to the planet for these healthy and delicious foods, try the following snack and activity ideas.

Snack:

Sample foods grown in your area. Or serve earth colors of blue and green fruits and vegetables: blueberries, green grapes, green bell peppers, and peas.

Activities/Games:

- Invite local farmers to visit the school for a day (or visit a farmers market). Students can learn about the fruits, vegetables, and herbs grown by farmers and taste the offerings. Invite parents as well.
- Decorate small pots and plant basil seeds to take home and grow in a sunny window.
- Use your celebration to work on, or begin planning, a school gardening project. There are many ways to grow a garden at school: indoors or outdoors, in small containers, seedlings in a cup, or raised beds. If space is limited, look into hydroponic gardening (growing plants in water instead of soil). Contact the local Cooperative Extension for ideas on how to get started. Visit nifa.usda.gov/about-nifa/how-we-work/extension to locate a contact in your area.

End-of-School-Year Celebration (try with Lesson 6)

Celebrate this joyous occasion by reinforcing what students have accomplished throughout their kindergarten year and what they have learned about **MyPlate**.

Snack:

Host an outdoor picnic and invite children and their families. Talk to your school Nutrition Services Director about providing bagged lunches. Or encourage families to bring healthy foods to share, including fruits and vegetables that are in season.

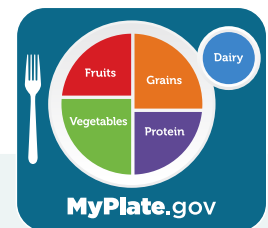
Activities/Games:

- Hold a “roll into first grade” event on the school playground where students play kickball, bowling, or Hula-Hoop games to celebrate moving on to the next grade.
- Have students create a “Best Parts of K” scrapbook and include hand-drawn pictures from their friends, as well as pictures of their favorite memories from the year. Ask them to include moments when they tried a new food, spent time in the cafeteria or with the school nutrition services staff, and were active and playing games. Share information with families about any summer food programs in your area by checking out fns.usda.gov/meals4kids.



★Teacher Tip★

Earth Day is on April 22nd.



★Teacher Tip★

June 2nd is MyPlate's birthday.



★Teacher Tip★

Use with graduation or “moving up” celebrations for your students.



Look and Cook Recipes

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

Friendship Pocket

- 1 Pick a Protein Food**
Fold a slice of turkey or ham. Put it in the pita pocket.
- 2 Veggie Time**
Tear lettuce or spinach.
- 3 Greens Are Good**
Add greens to pita.
- 4 Choose a Cheese**
Put cheese inside pita.
- 5 Fruit Is Fun**
Eat apples or grapes with your pita pocket. Enjoy your MyPlate meal with friends.

Ingredients

- Grains:** whole-wheat pita bread
- Protein Foods:** turkey or ham
- Vegetables:** lettuce or spinach
- Dairy:** low-fat yellow or white cheese
- Fruits:** apple slices or grapes

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Friendship Pocket

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

Crunchy Rainbow Wrap

- 1 Get Started**
Lay your tortilla flat.
- 2 Paint the Sky**
Spread some cream cheese onto the tortilla.
- 3 Get Colorful**
Use veggies to create a rainbow on your tortilla. Leave some room around the edges.
- 4 Roll It Up**
Fold in sides of the tortilla. Start at one end and roll your tortilla up tight.
- 5 Taste the Rainbow**
Let an adult cut your wrap in half. Enjoy your colorful snack.

Ingredients

- whole-wheat tortilla**
- reduced-fat cream cheese**
- Red:** red-pepper strips, red beans
- Orange:** carrot shreds
- Yellow:** corn, yellow-pepper strips
- Green:** peas, spinach, shredded lettuce
- Blue/Purple:** shredded purple cabbage, radicchio
- chopped tomatoes**

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Crunchy Rainbow Wrap

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

Garden Bite

- 1 Choose a Whole Grain**
Put a grain on your plate.
- 2 Spread the Protein Food**
Spread some dip onto the grain.
- 3 Add Veggies**
Top with colorful vegetables.
- 4 Top With Dairy**
Spoon a dairy food on your veggies.
- 5 Take a Bite**

Ingredients

- Grains:** whole grain crackers, tortilla chip, or pita chip
- Protein Foods:** bean dip or hummus
- Vegetables:** corn, lettuce, avocado, salsa, carrots, or beans
- Dairy:** low-fat cheese, soy yogurt, or non-fat plain yogurt

Tip: To make your own dip, mix! In a medium bowl, combine with a fork. Add liquid from the can to make it smoother.

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Garden Bite

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

Fruit-a-licious Breakfast Cup

- 1 Start With Yogurt**
Spoon yogurt into your cup.
- 2 Add Some Crunch**
Spoon cereal on top of the yogurt.
- 3 Pick Fruit**
Add some fruit on top of the cereal.
- 4 Make a Pattern**
Add more yogurt, then cereal, then fruit.
- 5 Enjoy**

Ingredients

- low-fat yogurt
- whole grain cereal
- Choose fruits: raisins, peaches, blueberries, banana, apple, pineapple

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Fruit-a-licious Breakfast Cup

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

Food Group Friend

- 1 Get a Head**
Put a grain on your plate.
- 2 Make a Face**
Pick fruits, vegetables, and a protein food to make eyes, nose, and a mouth. Have fun and be colorful!
- 3 Hair or Hat?**
Choose a dairy food and cover the head.
- 4 Name Your Friend**
Have you used a food from each food group? If so, enjoy!

Ingredients

- Grains:** English muffin, brown rice cake, or bread
- Protein Foods:** beans or egg
- Vegetables:** carrots, celery, broccoli, tomatoes, peas, cucumber, or bell pepper
- Dairy:** low-fat cheese
- Fruits:** blueberries, bananas, raisins, apples, or grapes

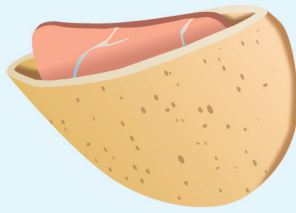
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Food Group Friend



Friendship Pocket

1 Pick a Protein Food



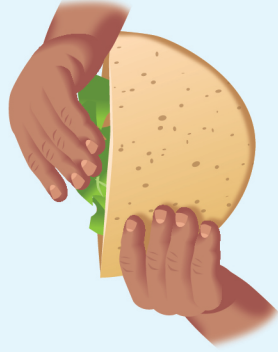
Fold a slice of turkey or ham. Put it in the pita pocket.

2 Veggie Time



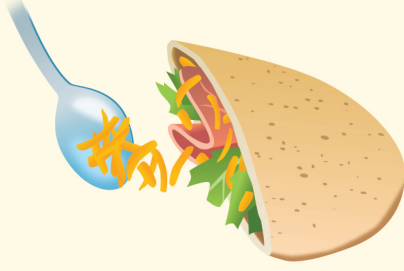
Tear lettuce or spinach.

3 Greens Are Good



Add greens to pita.

4 Choose a Cheese



Put cheese inside pita.

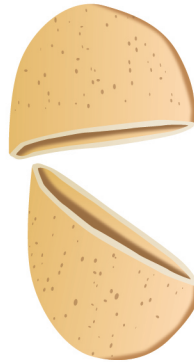
5 Fruit Is Fun



Eat apples or grapes with your pita pocket. Enjoy your **MyPlate** meal with friends.

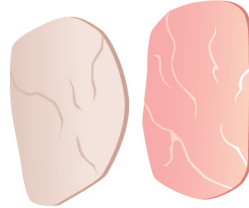
Grains

whole-wheat pita bread



Protein Foods

turkey or ham



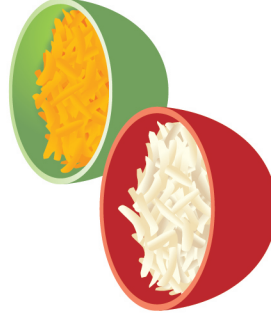
Vegetables

lettuce or spinach



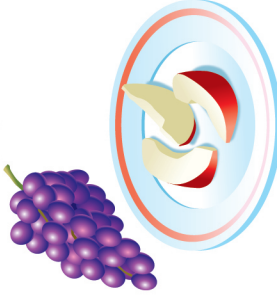
Dairy

low-fat yellow or white cheese



Fruits

apple slices or grapes



Friendship Pocket

Use with
Lesson 1

Look and Cook Recipe

Offering children a choice between ingredients inspires them to try the snack by “making it their own.” Recipe amounts allow enough for each student to choose every ingredient, so there will be some food left over. If your resources are limited, you can provide one food item under each food group, though this eliminates the option of choice in the activity. Monitor food stations to ensure students practice safe food handling and that each student takes only one serving of each filling.

Remember, make the experience fun and positive! Some kids may not want to taste everything, and that’s okay. Sometimes, new foods take time.

Serves: 20 children. Adjust recipe to size of your class.

Ingredients

Grains (1 serving = ½ pita)

- 10 pita pockets, whole wheat, cut in half

Protein Foods (1 serving = 1 ounce/slice)

- 20 sandwich-size slices of turkey breast
- 20 sandwich-size slices of reduced-sodium ham

Note: If you have students who are vegetarian, you may substitute hummus or black beans. Two tablespoons of hummus and ¼ cup of black beans are equivalent to one ounce of protein.

Vegetables (1 serving = 2 Tbsp)

- 20 large leaves of Romaine lettuce
- 5 cups of spinach leaves, stems removed

Dairy (1 serving = 2 Tbsp)

- 2 ½ cups reduced-fat mozzarella cheese, shredded
- 2 ½ cups reduced-fat cheddar cheese, shredded

Fruits (1 serving = ½ cup)

- 10 cups apples, cored and sliced
- 10 cups grapes

Supplies

- 20 plates (1 per student)
- 20 napkins (1 per student)
- Tablespoons, forks, and disposable gloves or tongs (to serve each food item)
- Bowls or plates (for each food item)
- Butcher paper or disposable tablecloth (optional)
- Sponges; hot, soapy water (for cleanup)
- Access to handwashing sink

The following items may be needed for advance preparation of ingredients:

- Disposable gloves (for teacher and adult volunteers)
- 1 set of dry measuring cups
- 1 colander
- 1 knife (for teacher use only)
- 1 cutting board
- Plastic wrap or lids for bowls
- Access to food preparation sink (if not using prewashed, ready-to-eat products)

Friendship Pocket

Teacher Instructions

Advance Preparation:

1. Wash your hands, and clean surfaces to be used for food preparation or eating with hot, soapy water. Cover food preparation area with clean butcher paper or disposable tablecloth for easy cleanup.
2. Prepare the ingredients. Cut pitas in half. If you are not using prewashed, ready-to-eat fruits and vegetables, rinse and prepare produce using safe food-handling practices as described on p. 5. Place all ingredients on plates or in bowls, cover, and refrigerate until ready to use.
3. Set up recipe assembly station(s). Place bowls and serving utensils on the table in the order in which they are used in the recipe. Create color-coded labels for bowls according to their food group color: red for fruits, green for vegetables, blue for dairy, orange for grains, purple for protein foods. Display the **Look and Cook Recipe** where students can clearly see it and follow along as they make their **Friendship Pockets**.

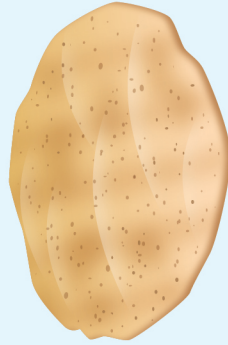


During Activity:

4. After students wash their hands, have them take turns and work in small groups to assemble their **Friendship Pocket**. Give each student a plate with half a pita pocket.
5. Have students choose a protein food. Show them how to fold a slice of turkey or ham into their pita pocket. (Vegetarian option: Give the student $\frac{1}{4}$ cup of black beans or 2 Tbsp of hummus to spoon inside the pita.)
6. Next, ask students to choose a vegetable. Show them how to tear the lettuce or spinach with their hands and add some to their pita.
7. Ask students to pick 2 Tbsp of a cheese to add to the inside of their pita.
8. Let students choose which fruit to add to their plate. Have them use a utensil, not their hands, when moving the fruit to their plate. See p. 24 of Lesson 1 for discussion points.
9. Once all the **Friendship Pockets** have been enjoyed, it's time to clean up! Continue the theme of friendship and working together by having students work in pairs to wipe tables, and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

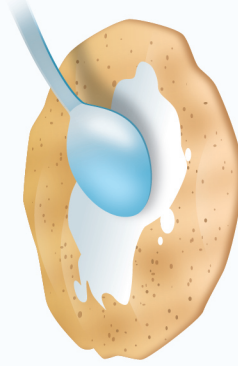
Crunchy Rainbow Wrap

1 Get Started



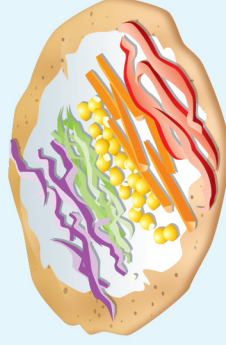
Lay your tortilla flat.

2 Paint the Sky



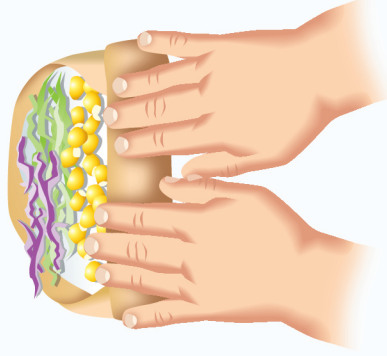
Spread some cream cheese onto the tortilla.

3 Get Colorful



Use veggies to create a rainbow on your tortilla. Leave some room around the edges.

4 Roll It Up



Fold in sides of the tortilla. Start at one end and roll your tortilla up tight.

5 Taste the Rainbow



Let an adult cut your wrap in half. Enjoy your colorful snack.



whole-wheat tortilla



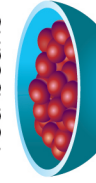
reduced-fat cream cheese

Red

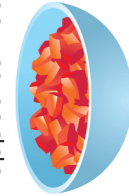
red-pepper strips



red beans



chopped tomatoes



Orange

carrot shreds



Yellow

corn



yellow-pepper strips

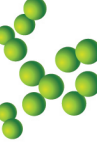


Ingredients

Choose Vegetables

Green

peas



spinach



shredded lettuce



Blue/Purple

shredded purple cabbage



radicchio



Crunchy Rainbow Wrap

Use with
Lesson 3

Look and Cook Recipe

Offering children a choice between ingredients inspires them to try the snack by “making it their own.” Recipe amounts allow enough for each student to choose every ingredient, so there will be some food left over. If your resources are limited, you can provide one food item under each food group, though this eliminates the option of choice in the activity. Monitor food stations to ensure students practice safe food handling and that each student takes only one serving of each filling.

Remember, make the experience fun and positive! Some kids may not want to taste everything, and that’s okay. Sometimes, new foods take time.

Serves: 20 children. Adjust recipe to size of your class.

Ingredients

Rainbow Wrap Base:

- 20 whole-wheat flour tortillas – 8-inch (1 serving = 1 tortilla)
- 20 Tbsp (softened) reduced-fat cream cheese (1 serving = 1 Tbsp)

Note: Cream cheese does not belong to one of the five food groups. In this recipe, it functions as a condiment, helping to hold the vegetables in place and adding moisture to the wrap.

Rainbow “Crunch” Vegetable Choices

(1 serving = 2 Tbsp)

Red

- 2 ½ cups tomatoes, chopped
- 2 ½ cups red bell peppers, thinly sliced
- 2 ½ cups red beans, cooked

Orange

- 2 ½ cups carrots, rinsed, peeled, shredded

Yellow

- 2 ½ cups corn, canned, drained
- ½ cup yellow bell peppers, thinly sliced

Green

- 2 ½ cups snap peas
- 2 ½ cups spinach, fresh
- 2 ½ cups Romaine lettuce, shredded

Blue/Purple

- 2 ½ cups red cabbage, shredded
- 2 ½ cups radicchio, shredded

Supplies

- 20 plates (1 per student)
- 20 napkins (1 per student)
- 20 spoons (1 per student) for spreading cream cheese
- Tablespoons, forks, and disposable gloves or tongs (to serve each food item)
- Bowls or plates (for each food item)
- Butcher paper or disposable tablecloth (optional)
- Sponges; hot, soapy water (for cleanup)
- Access to handwashing sink

The following items may be needed for advance preparation of ingredients:

- Disposable gloves (for teacher and adult volunteers)
- 1 set of dry measuring cups
- 1 colander
- 1 knife (for teacher use only)
- 1 cutting board
- Plastic wrap or lids for bowls
- Access to food preparation sink (if not using prewashed, ready-to-eat products)



Crunchy Rainbow Wrap

Teacher Instructions

Advance Preparation:

1. Wash your hands, and clean surfaces to be used for food preparation or eating with hot, soapy water. Cover food preparation area with clean butcher paper or disposable tablecloth for easy cleanup.
2. Prepare the ingredients. If you are not using prewashed, ready-to-eat fruits and vegetables, rinse and prepare produce using safe food-handling practices as described on p. 5. Place all ingredients on plates or in bowls, cover, and refrigerate until ready to use.
3. Set up recipe assembly station(s). Place bowls and serving utensils on the table in the order in which they are used in the recipe. Put tortillas and paper plates at the beginning. Arrange vegetables by color in an assembly line starting with red and ending with blue/purple so students can build their rainbow. Put napkins at the end of the line. Display the **Look and Cook Recipe** where students can clearly see it and follow along as they make their wrap.

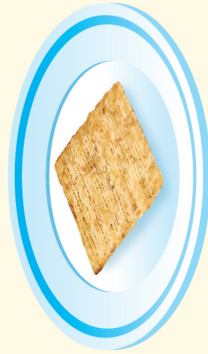
During Activity:

4. After students have washed their hands, tell them that they will be making a rainbow out of different-colored vegetables and then rolling it up and eating it as a colorful snack. Show students the colorful food choices available.
5. Make your own **Crunchy Rainbow Wrap** first to demonstrate. Then help students as they make their own. Remind them to use the serving utensils to select foods from the bowls (fingers should not be used).
6. Show them how to spread 1 Tbsp of cream cheese evenly onto the wrap.
7. Next, have them pick different-colored vegetables to create a rainbow of color in the center of their wrap. Tell them to place them horizontally closer to one side of the tortilla, leaving some room around the edges.
Tip: Have students name the vegetables and different colors as they add them to their wraps.
8. Demonstrate how to roll a wrap; students will likely need assistance. Make sure to use single use gloves if touching the student's wrap. Arrange the plate so vegetables on the wrap are horizontal. If they add too many ingredients, it will be harder to roll up. Tuck in sides of wrap, and then, starting with edge closest to you, roll up the tortilla with vegetables tightly.
9. Finally, cut each child's wrap in half to make it easier to eat. Give students napkins.
10. See p. 38 of Lesson 3 for points to discuss after students are done preparing their snacks.



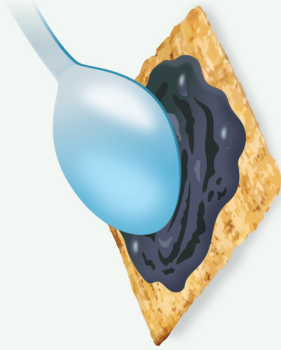
Garden Bite

1 Choose a Whole Grain



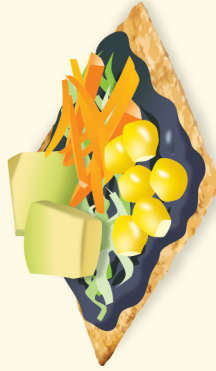
Put a grain on your plate.

2 Spread the Protein Food



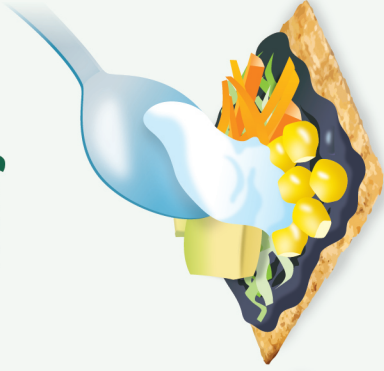
Spread some dip onto the grain.

3 Add Veggies



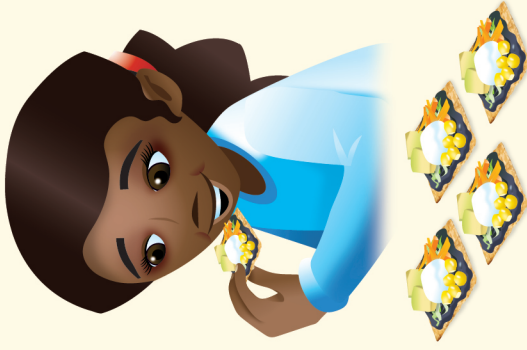
Top with colorful vegetables.

4 Top With Dairy



Spoon a dairy food on your veggies.

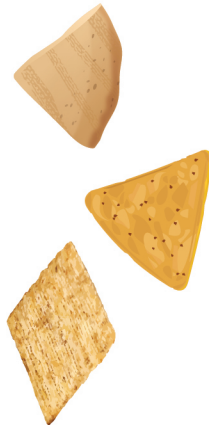
5 Take a Bite



Ingredients

Grains

whole grain cracker, tortilla chip, or pita chip



Protein Foods

bean dip or hummus



Tip: To make your own dip, mash low-sodium black beans with a fork. Add liquid from the can to make it smoother.

Vegetables

corn, lettuce, avocado, salsa, carrots, or beans



Dairy

low-fat cheese, soy yogurt, or non-fat plain yogurt



Garden Bite

Use with
Lesson 4

Look and Cook Recipe

Offering children a choice between ingredients inspires them to try the snack by “making it their own.” Recipe amounts allow enough for each student to choose every ingredient, so there will be some food left over. If your resources are limited, you can provide one food item under each food group, though this eliminates the option of choice in the activity. Monitor food stations to ensure students practice safe food handling and that each student takes only one serving of each filling.

Remember, make the experience fun and positive! Some kids may not want to taste everything, and that’s okay. Sometimes, new foods take time.

Serves: 20 children. Adjust recipe to size of your class.

Ingredients

Grains (1 serving = 5 crackers/chips)

- 100 whole grain crackers
- 100 tortilla chips
- 100 pita chips

Protein Foods (1 serving = 2 Tbsp hummus or bean dip)

- 2 ½ cups prepared hummus
- 5 cups bean dip (black beans, mashed)

Vegetables (1 serving = 2 Tbsp)

- 2 ½ cups corn, canned, drained
- 2 ½ cups Romaine lettuce, shredded
- 2 ½ cups avocado, cubed or mashed
- 2 ½ cups jarred or fresh salsa
- 2 ½ cups carrots, rinsed, peeled, and shredded or diced
- 2 ½ cups beans, canned, drained, rinsed

Dairy (1 serving = 2 Tbsp)

- 2 ½ cups shredded low-fat cheddar cheese
- 2 ½ cups soy yogurt
- 2 ½ cups non-fat plain yogurt

Supplies

- 20 plates (1 per student)
- 20 napkins (1 per student)
- 20 spoons (1 per student) for adding the dairy option
- Tablespoons, forks, and disposable gloves or tongs (to serve each food item)
- Bowls or plates (for each food item)
- Butcher paper or disposable tablecloth (optional)
- Sponges; hot, soapy water (for cleanup)
- Access to handwashing sink

The following items may be needed for advance preparation of ingredients:

- Disposable gloves (for teacher and adult volunteers)
- 1 set of dry measuring cups
- 1 colander
- 1 knife (for teacher use only)
- 1 cutting board
- Plastic wrap or lids for bowls
- Access to food preparation sink (if not using prewashed, ready-to-eat products)

Garden Bite

Teacher Instructions

Advance Preparation:

1. Wash your hands, and clean surfaces to be used for food preparation or eating with hot, soapy water. Cover food preparation area with clean butcher paper or disposable tablecloth for easy cleanup.
2. Prepare the ingredients. If you are not using prewashed, ready-to-eat vegetables, rinse and prepare produce using safe food-handling practices as described on p. 5. Place all ingredients on plates or in bowls, cover, and refrigerate until ready to use.
3. Set up recipe assembly station(s). Place bowls and serving utensils on the table in the order in which they are used in the recipe. Create color-coded labels for bowls according to their food group color: orange for grains, purple for protein foods, green for vegetables, blue for dairy. Display the **Look and Cook Recipe** where students can clearly see it and follow along as they make their **Garden Bites**.

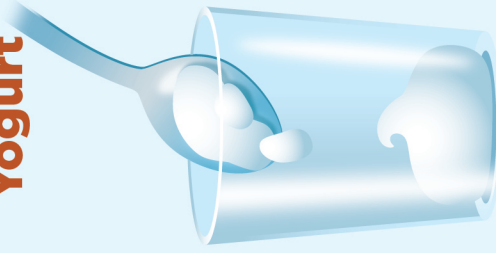
During Activity:

4. After students wash their hands, give them a plate. Have them take turns and work in small groups to assemble their **Garden Bites**.
5. Make your own Garden Bite first to demonstrate. Then help students as they make their own. Remind them to use the serving utensils to select foods from the bowls (fingers should not be used).
6. Have students choose a grain. Next have them select a protein food. Show them how to spread the bean dip or hummus on the grain.
7. Next, ask students to choose one or more vegetables. Show them how to layer the vegetable(s) on top of the protein food.
8. Ask students to choose a dairy and add it to the top of their snack bite.
9. Enjoy **Garden Bites** together! See p. 49 of Lesson 4 for points to discuss after students are done preparing their snacks. Cover and refrigerate any unused foods.



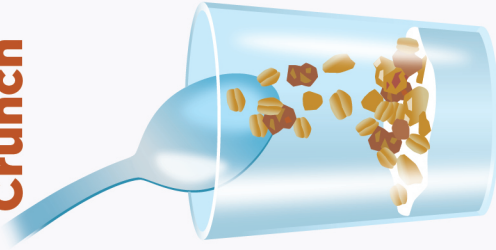
Fruit-a-licious Breakfast Cup

1 Start With Yogurt



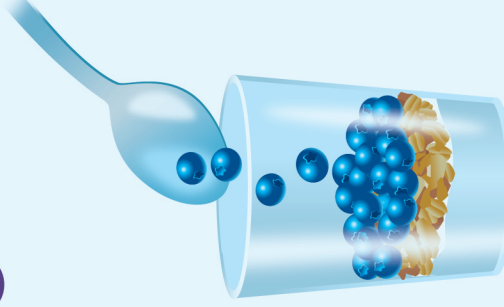
Spoon yogurt into your cup.

2 Add Some Crunch



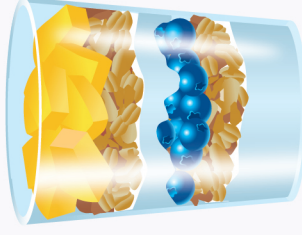
Spoon cereal on top of the yogurt.

3 Pick Fruit



Add some fruit on top of the cereal.

4 Make a Pattern



Add more yogurt, then cereal, then fruit.

5 Enjoy



Ingredients

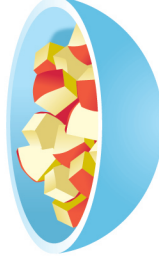


low-fat yogurt



cereal

apple

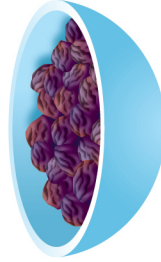


pineapple



Choose fruits

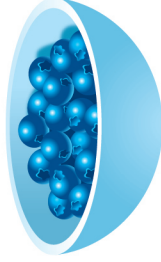
raisins



peaches



blueberries



banana



Fruit-a-licious Breakfast Cup

Use with
Lesson 5

Look and Cook Recipe

Offering children a choice between ingredients inspires them to try the snack by “making it their own.” Recipe amounts allow enough for each student to choose every ingredient, so there will be some food left over. If your resources are limited, you can provide one food item under each food group, though this eliminates the option of choice in the activity. Monitor food stations to ensure students practice safe food handling and that each student takes only one serving of each filling.

Remember, make the experience fun and positive! Some kids may not want to taste everything, and that’s okay. Sometimes, new foods take time.

Serves: 20 children. Adjust recipe to size of your class.

Ingredients

Grain and Dairy

(1 serving = 2-4 Tbsp of each)

- 5 cups cereal
- 5 cups yogurt, low-fat, vanilla

Fruit Choices:*

Offer students at least 3 options to choose from (1 serving = 2 Tbsp per layer).

- 5 cups banana, peeled, sliced
- 5 cups orange, peeled, segmented (or mandarin oranges, canned in juice, drained)
- 5 cups apple, peeled, chopped
- 5 cups strawberries, rinsed, sliced
- 5 cups blueberries, rinsed
- 5 cups pineapple tidbits, canned in juice, drained
- 5 cups peaches, sliced
- 5 cups sunflower seeds
- 5 cups raisins

***Note:** If using frozen fruit, choose packages with no added sugar (i.e., unsweetened), and defrost ahead of time. If using canned fruit, choose fruits packed in water or 100% fruit juice.

Supplies

- 20 8- to 10-oz clear plastic cups (1 per student)
- 20 napkins (1 per student)
- 20 spoons (1 per student)
- Tablespoons, forks, and disposable gloves or tongs (to serve each food item)
- Bowls or plates (for each food item)
- Butcher paper or disposable tablecloth (optional)
- Sponges; hot, soapy water (for cleanup)
- Access to handwashing sink

The following items may be needed for advance preparation of ingredients:

- Disposable gloves (for teacher and adult volunteers)
- 1 set of dry measuring cups
- 1 colander
- 1 knife (for teacher use only)
- 1 cutting board



Fruit-a-licious Breakfast Cup

Teacher Instructions

Advance Preparation:

1. Wash your hands, and clean surfaces to be used for food preparation or eating with hot, soapy water. Cover food preparation area with clean butcher paper or disposable tablecloth for easy cleanup.
2. Prepare the ingredients. If you are not using prewashed, ready-to-eat fruits, rinse and prepare produce using safe food-handling practices as described on p. 5. Place all ingredients on plates or in bowls, cover, and refrigerate until ready to use.
3. Set up recipe assembly station(s). Place bowls with food choices and serving utensils on the table. Put napkins at the end of the line. Display the **Look and Cook Recipe** where students can clearly see it and follow along as they make their **Fruit-a-licious Breakfast Cup**.

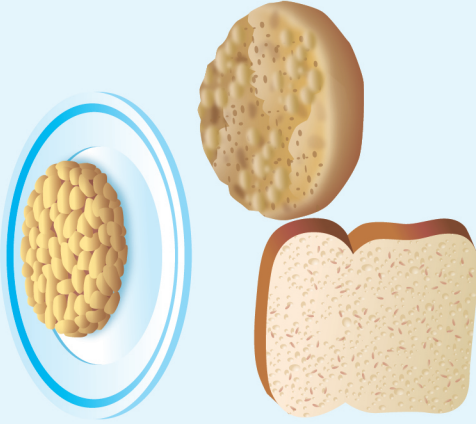


During Activity:

4. After students have washed their hands, have them come up in pairs or small groups. Give them each a cup. Explain that they will be making a delicious and healthy breakfast by layering fruits, grains, and dairy. Show and discuss the tasty food choices available.
5. Make your own **Fruit-a-licious Breakfast Cup** first to demonstrate the steps. Then help students make their own. Remind them to use the serving utensils to select foods from the bowls (fingers should not be used).
6. First, have them add 2 Tbsp of yogurt to the bottom of their cup, then smooth the surface with their spoon.
7. Next, have them add a Tbsp of cereal on top of the yogurt, and smooth the surface again with their spoon.
8. Then, let children choose a fruit and add 2 Tbsp to the top of the cereal.
9. Tell them to continue the pattern by repeating layers till they fill $\frac{2}{3}$ of their cup: add yogurt, then cereal, and then a fruit. Encourage them to try a new fruit each layer.
10. Enjoy your **Fruit-a-licious Breakfast Cups** together. See p. 58 of Lesson 5 for points to discuss after students are done preparing their snacks.

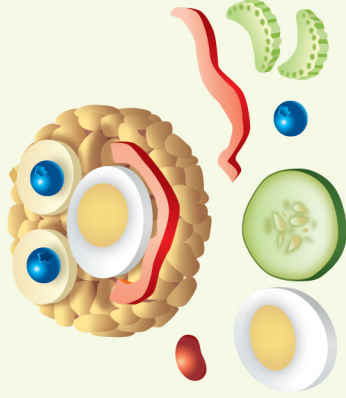
Food Group Friend

1 Get a Head



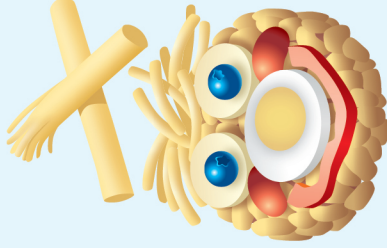
Put a grain on your plate.

2 Make a Face



Pick fruits, vegetables, and a protein food to make eyes, nose, and a mouth. Have fun and be colorful!

3 Hair or Hat?



Choose a dairy food and cover the head.

4 Name Your Friend

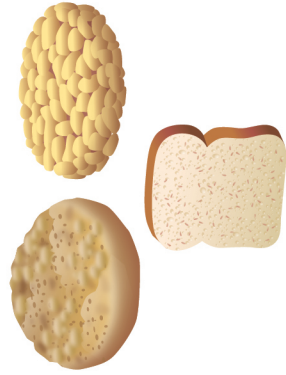


Have you used a food from each food group? If so, enjoy!

Ingredients Choose your favorite ingredients from every group

Grains

English muffin, brown rice cake, or bread



Protein Foods

beans or egg



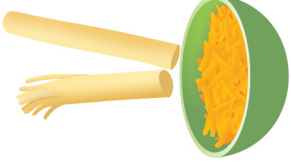
Vegetables

carrots, celery, broccoli, tomatoes, peas, cucumber, or bell pepper



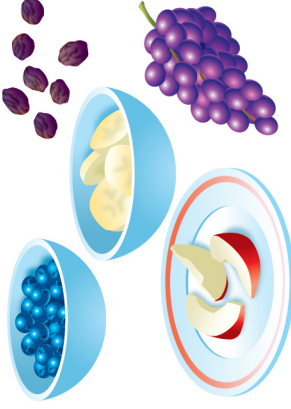
Dairy

low-fat cheese



Fruits

blueberries, bananas, raisins, apples, or grapes



Food Group Friend

Use with
Lesson 6

Look and Cook Recipe

Offering children a choice between ingredients inspires them to try the snack by “making it their own.” Recipe amounts allow enough for each student to choose every ingredient, so there will be some food left over. If your resources are limited, you can provide one food item under each food group, though this eliminates the option of choice in the activity. Monitor food stations to ensure students practice safe food handling and that each student takes only one serving of each filling.

Remember, make the experience fun and positive! Some kids may not want to taste everything, and that’s okay. Sometimes, new foods take time.

Serves: 20 children. Adjust recipe to size of your class.

Ingredients

Grains (choose one as a base)

- 20 brown rice cakes
- 20 slices 100% whole-wheat bread
- 10 whole-grain English muffins, halved, toasted

Fruits (1 serving = 2 Tbsp)

- 5 bananas, peeled, sliced
- 5 apples, rinsed, cored, sliced into thin wedges
- 2 ½ cups blueberries, rinsed
- 2 ½ cups raisins
- 2 ½ cups grapes, rinsed

Vegetables (1 serving = 2 Tbsp)

- 2 ½ cups carrots, rinsed, peeled, shredded
- 10 stalks celery, rinsed, cut into 2-inch sticks
- 2 ½ cups broccoli (florets), rinsed, cut into bite-size pieces
- 2 ½ cups cherry tomatoes, rinsed
- 2 ½ cups snap peas, rinsed
- 5 cucumbers, peeled, cut into round slices
- 5 red bell peppers, rinsed, seeded, sliced

Protein Foods (1 serving = 2 Tbsp)

- 5 eggs, hard-boiled, peeled, sliced
- 2 ½ cups black beans, canned, drained, rinsed

Note: Beans are special! They are both protein foods and vegetables.

Dairy (1 serving = 1 stick/2 Tbsp)

- 20 reduced-fat cheese sticks (1 per student)
- 2 ½ cups reduced-fat cheddar cheese, shredded

Supplies

- 20 plates (1 per student)
- 20 napkins (1 per student)
- Tablespoons, forks, and disposable gloves or tongs (to serve each food item)
- 20 spoons (1 per student)
- Bowls or plates (for each food item)
- Butcher paper or disposable tablecloth
- Sponges; hot, soapy water (for cleanup)
- Access to handwashing sink
- Index cards or sticky notes (for labeling **Food Group Friend**)

The following items may be needed for advance preparation of ingredients:

- Disposable gloves (for teacher and adult volunteers)
- 1 set of dry measuring cups
- 1 colander
- 1 knife (for teacher use only)
- 1 cutting board
- Toaster

Food Group Friend

Teacher Instructions

Advance Preparation:

1. Wash your hands and clean surfaces to be used for food preparation or eating with hot, soapy water. Cover food preparation area with clean butcher paper or disposable tablecloth for easy cleanup.
2. Prepare the ingredients. If you are not using prewashed, ready-to-eat fruits and vegetables, rinse and prepare produce using safe food-handling practices as described on p. 5. Place all ingredients on plates or in bowls, cover, and refrigerate until ready to use.
3. Set up recipe assembly station(s) at more than one table (to make activity time more efficient). Place bowls with food choices, serving utensils, and napkins at each station. Display the **Look and Cook Recipe** where students and parents can clearly see it and follow along as they make their **Food Group Friend**.
Tip: Color-code each food item (with labels or bowls) according to the food group.



During Activity:

4. Ask students to show parents/caregivers what they have learned about how to wash their hands. Next, have them come up to each station in pairs, and give them each a plate. Explain that they will be creating a **Food Group Friend** using foods from the five food groups. Show and discuss the tasty food choices available.
5. Instruct students to choose a base for their face (rice cake, bread, or half of an English muffin). Next, have them choose a food from each food group to put on their plate. Remind them to use the serving utensils to select foods from the bowls (not using their fingers). Have them return to their tables once everyone has made their food selections.
6. Now it's time to create their **Food Group Friends!** Ask them to think about their **Food Group Friend's** face, and what they could use to make the eyes, nose, ears, and mouth. They may use fruits, vegetables, and protein foods.
7. After they have made their faces, have them use cheese (a dairy food) as hair.
8. Finally, ask students and parents/caregivers to come up with creative names for their **Food Group Friend**. Invite them to share their creations and identify foods they used with the rest of the class.
Tip: Provide index cards or sticky notes for everyone to write the name of their **Food Group Friend**. Before everyone eats, invite students and parents/caregivers to walk around to view each other's creations (without touching). If available, document each **Food Group Friend** with a camera.
9. Once all the **Food Group Friend** creations have been enjoyed, it's time to clean up! Continue the theme of friendship and working together by having students show their parents/caregivers how they work together to wipe tables, and throw away used paper plates, plastic utensils, and napkins. Cover and refrigerate any unused foods.

Appendix A: Book Club

Each lesson in **Discover MyPlate: Nutrition Education for Kindergarten** 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. Seven Discover MyPlate Emergent Readers are also included.

Tailor your Book Club activities to the time you have available each day. This list includes suggested books with questions for each lesson, but you may find other selections in your library that can generate a similar discussion.

Lesson 1: Meet the Five Food Group Friends

Children’s books 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. This can also be a useful way to encourage children to taste foods in the **Food Club** activity (see page 23).



Introduce students to all seven of the **Emergent Readers: *Fruits, Vegetables, Grains, Dairy, Protein Foods, A MyPlate Meal,* and *Where Food Comes From.*** Distribute the mini-book versions to students and have them write their names on the inside cover of each reader.

Begin by reading ***Fruits*** out loud to students using the teacher version. Have them follow along in their mini books. Talk about the foods on each page. Read the activity and discussion prompts on the last page (found in teacher version only). Ask students to circle the sight words and invite them to color the foods in their reader copies.

Over the course of this lesson, as you explore the five food groups, repeat the exercise with additional emergent readers: ***Vegetables, Grains, Dairy,* and *Protein Foods.***



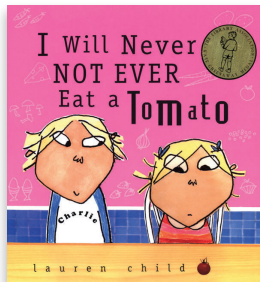
Bread and Jam for Frances by Russell Hoban — Frances only likes bread and jam until her mother serves it to her for every meal! Ask:

- *What did Frances want to eat all the time? Bread is part of what food group? (Grains)*
- *What food group is jam a part of? (Jam is mostly made of sugar. It is not part of a food group.)*
- *What food groups are you missing if you eat only bread and jam? (Vegetable, Fruit, Protein Foods, Dairy)*
- *What happened when Frances’ mom gave her bread and jam at every meal?*
- *Do you think Frances was eating healthier at the beginning or end of the story? Why? (At the end of the story, Frances is eating foods from all of the food groups.)*



Appendix A: Book Club (continued)

Lesson 1: Meet the Five Food Group Friends (more)



I Will Never Not Ever Eat a Tomato by Lauren Child — A girl won't eat a new food unless her brother describes it in new ways. Ask:

- Describe a time when you thought you didn't like a food, but then changed your mind.
- What are some of the fun names the brother gives foods so that his sister will try them? What's a fun name we could use for a vegetable on the school lunch menu so more kids will eat it?
- Who came up with the name *Moonsquirters* for tomatoes at the end of the story?
- What food group do *Moonsquirters* (i.e., tomatoes) belong to? (Vegetable) *Cloud Fluff* (i.e., mashed potatoes)? (Vegetable) *Ocean Nibbles* (i.e., fish sticks)? (Protein Foods)



Delicious! A Pumpkin Soup Story by Helen Cooper — Duck wants to eat only pumpkin soup, but the pumpkins are not ripe. Cat and Squirrel must find a delicious soup to please this picky eater. Ask:

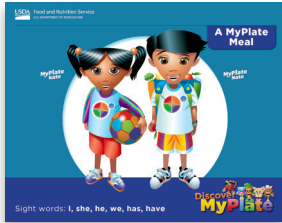
- What happens when Cat, Squirrel, and Duck cannot find a ripe pumpkin to make pumpkin soup?
- Why wouldn't Duck try some of the other soups?
- How did Duck feel when he hadn't eaten for a while?
- What happens at the end of the story?
- What food group does pumpkin belong to? (Vegetable) *Fish*? (Protein Foods) *Mushrooms*? (Vegetable) *Beets*? (Vegetable)



Appendix A: Book Club (continued)

Lesson 2: Discover MyPlate!

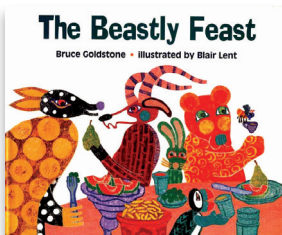
Choose books that focus on **mealttime**. Tip: Invite book buddies (students from older grades) to come and help their kindergarten buddies read.



Read the **A MyPlate Meal Emergent Reader** (teacher's edition) out loud to students. As you read, show the class the illustrations. Invite student volunteers to read the sight words and identify the foods on each page. Read the activity and discussion prompts in the teacher's edition (p. 71).

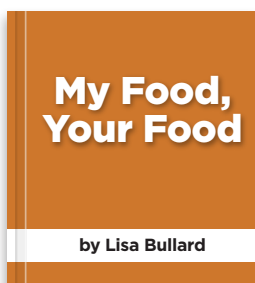
Give students their mini books and invite them to circle the sight words in their books. Invite children to color the pictures and practice reading on their own or with a reading buddy.

Ask students to draw a picture of a picnic they might have with their friend, including a food from each food group. Next, have them write a sentence about their picture.



The Beastly Feast by Bruce Goldstone — In this tale, animals gather for a feast and bring foods that rhyme with their names.

- *What did the antelope bring? What food group is cantaloupe in?* (Fruit)
- *What did the mice bring? What food group is rice in?* (Grains)
- *What did the parrots bring? What food group is a carrot in?* (Vegetable)
- *What did the mosquitoes bring? What types of foods are in a burrito? What food groups do tortillas, beans, and cheese belong to?* (Grains, Protein Foods or Vegetable, and Dairy, respectively)
- *How did the beasts feel after eating?* (Full)



My Food, Your Food by Lisa Bullard — It's food week in Manuel's class. Hear what each student likes to eat with their family, and find out Manuel's favorite that he shares with his class. Ask:

- *What foods or drink could you add to make Manuel's dinner (on pp. 6-7 of the book) a MyPlate meal?* (Low-fat milk)
- *Does your family have a favorite dinner?*
- *At the end of the book, Manuel brings in salsa made with tomatoes to share with his classmates. Is there a food you like that has tomatoes in it?*
- *What does mealttime look like at your house? Draw a picture and write about it.*



Appendix A: Book Club (continued)

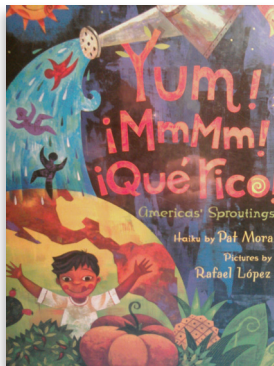
Lesson 3: Eat Your Colors!

Read books about **fruits and vegetables** with your class to further the learning.



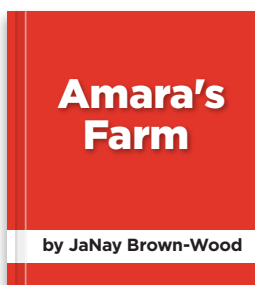
Reread the **Emergent Readers *Fruits*** and ***Vegetables*** using the teacher's version and have students follow along using their mini books.

Invite students to practice reading sentences out loud. After reading a sentence in the ***Fruits*** reader, ask students to make a sentence describing another food item (or object) that is the same color. After reading a sentence in the ***Vegetables*** reader, have students make an "I have" sentence.



Yum! iMmMm! iQué Rico! Americas' Sproutings by Pat Mora — Haiku poems rich with vivid imagery and imaginative illustrations bursting with colorful fun celebrate the diversity of foods, colors, languages, cultures, and the Americas. Focus on the following foods, and discuss each one after reading the poem and looking at the picture. You could do a few foods each day. Consider providing samples for students to see and taste (with the exception of the chili pepper).

- **Blueberry:** *During what season are blueberries most available? Can you think of any other blue fruits or vegetables?*
- **Chili Pepper:** *What does a chili taste like? What kinds of foods have chilies in them? Did the man in the poem enjoy the spicy taste?*
- **Cranberry:** *Who has tried a cranberry? What have you eaten cranberries with? What happens in the poem when cranberries are heated in the pot?*
- **Papaya:** *Who has tasted a papaya? How do the people in the book feel about eating a papaya? What food group does a papaya belong to? (Fruit) Where does it grow?*
- **Pineapple:** *How do you think pineapple got its name? What does the inside of a pineapple look like? How does it taste?*
- **Pumpkin:** *What color are the pumpkins in the picture? During what season do we pick pumpkins? How have you eaten pumpkin?*
- **Tomato:** *What happens in the poem when the boy bites the tomato? What color are the tomatoes in this picture? What kinds of foods are made with tomatoes?*



Amara's Farm by JaNay Brown-Wood — Amara is hosting a potluck for friends on her farm, and her snacks won't be complete without pumpkins. She's searched and searched, but she can't find them. Little gardeners will compare, contrast, and hunt for clues that eventually lead to the pumpkins and a fun potluck with Amara, her grandparents, and her friends. Ask:

- *What are some fruits and vegetables Amara found on her farm?*
- *Which foods on Amara's farm belong to the Vegetable Group? (Pumpkin, potato, cauliflower, eggplant, okra)*
- *Which foods on Amara's Farm belong to the Fruit Group? (Apple, persimmon, kumquat, fig, kiwi)*
- *What were some of the colors of the vegetables and fruits Amara found?*



Appendix A: Book Club (continued)

Lesson 4: Planting the Seeds for Healthier Eating

Read books with your class to further the learning about **how fruits and vegetables grow**.



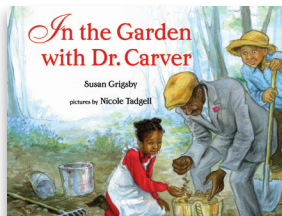
Read the **Where Food Comes From Emergent Reader: Teacher's Edition** aloud to students. As you read, show the class the illustrations. Invite student volunteers to read the sight words and identify the foods on each page. Ask students to describe how they see the various foods growing. What other foods do they notice? (milk from a cow, fish in the sea) Read the activity and discussion prompts in the teacher's edition.

Give students their mini books and invite them to circle the sight word in their books. Invite children to color the pictures and practice reading on their own or with a reading buddy. Ask students to draw a picture how their favorite vegetable might grow in the ground. Next, have them write a sentence about their picture.



Tops & Bottoms by Janet Stevens — In this trickster tale, Hare tricks Bear when planting crops for them to share. When Bear chooses the top crops, Hare only plants root vegetables, and vice versa. Ask:

- *Who agrees to do the hard work and plant the crops?*
- *What does Bear like to do?*
- *What types of vegetables are “tops” and grow above ground?*
- *What types of vegetables are “bottoms” and grow below ground?*



Cover image © Nicole Tadgell, published by Albert Whitman & Company

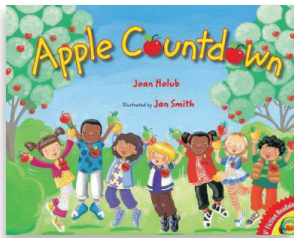
In the Garden with Dr. Carver by Susan Grigsby — Dr. George Washington Carver visits a town in rural Alabama in the early 1900s to help the grown-ups with their farms and the children with their school garden. He also prepares a delicious lunch made with garden plants like sweet potato, peanuts, and dandelion greens. Ask:

- *Who comes to visit the school?*
- *How did Sally know what the rosebush needed? What did she see that helped her figure it out?*
- *What do plants need to grow and be healthy?*
- *What kinds of foods do the students eat at the picnic?*
- *What food group do peanuts belong to? (Protein Foods) Can you think of another food that is made out of peanuts?*



Appendix A: Book Club (continued)

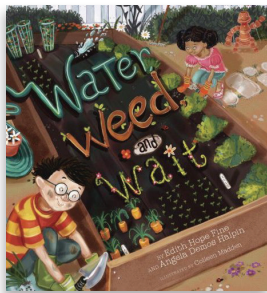
Lesson 4: Planting the Seeds for Healthier Eating (more)



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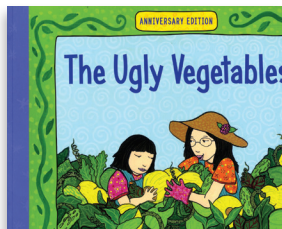
Apple Countdown by Joan Halub — This whimsical story of a class field trip to an apple farm counts down from 20 — and counts everything from miles to the farm, to cows and ducks, to rows of apple trees. Ask:

- *Where did the students go on their field trip?*
- *What did they do there?*
- *How do apples grow?*
- *What food group do apples belong to? (Fruits)*
- *What animals do the students see?*



Water, Weed, and Wait by Edith Hope Fine and Angela Demos Halpin — Classmates at Pepper Lane Elementary prepare a school garden full of fruits and vegetables with the help of their teacher Miss Marigold and even the school's grumpy neighbor. Ask:

- *Who helped clean up the playground for the garden?*
- *What did the students do to help their garden grow?*
- *How did the class celebrate after their plants grew?*
- *What type of food did they serve at the garden party?*



The Ugly Vegetables by Grace Lin — In a neighborhood where everyone grows pretty flowers, a young girl learns how delicious it can be to grow vegetables instead.

- *What did the vegetables growing in the garden look like?*
- *How did the girl feel about the vegetable garden?*
- *What did the mother do with the vegetables after she picked them?*
- *What colors were in the soup?*
- *Why did the neighbors want to trade some flowers for the soup?*
- *How did the girl feel about the vegetable soup?*

Appendix A: Book Club (continued)

Lesson 5: Starting Our Day With MyPlate

Read books with your class to further the learning about **the importance of breakfast** and **feeling hungry and full**.



Review the five **Emergent Readers Fruits, Vegetables, Grains, Dairy, and Protein Foods** with students. Together, make a list of all of the foods that your class likes to eat for breakfast.

Next, with foods from that list, practice making breakfast **MyPlate** meals using at least three food groups.



Bear Wants More by Karma Wilson — A bear tries to satisfy his great hunger after waking from hibernation. Ask:

- *How does the bear feel when he wakes up? Why does he feel this way?*
- *What kinds of foods did the bear eat when he woke up? What kinds of foods do you eat for breakfast?*
- *Did the bear stop eating when he was full? Did he eat too much? How did he feel at the end of the story?*

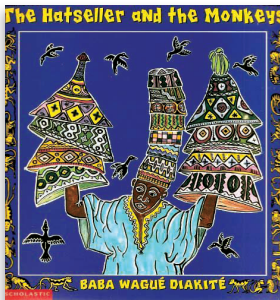
Appendix A: Book Club (continued)

Lesson 5: Starting Our Day With MyPlate (more)



Choo Choo by Virginia Lee Burton — A little locomotive learns a lesson when he thinks he can be faster without pulling other cars. He takes off by himself, but then runs out of coal. Ask:

- *Why does Choo Choo eventually stop? What happens when Choo Choo runs out of coal?*
- *What does Choo Choo need so that he can travel down the track again?*
- *How does eating the right amount of healthy foods help us “go”? How does it help us when playing at recess or sports? How does eating the right amount of healthy foods help us think?*
- *Have you ever felt like Choo Choo? Have you ever run out of energy or steam? When?*



The Hatseller and the Monkeys: A West African Folktale by Baba Wagué Diakité — A hatseller has hats stolen by a group of mischievous monkeys when taking a nap. After eating some of the monkeys’ mangoes, he’s able to think clearly and get his hats back.

- *Why did BaMusa have to stop and rest?*
- *Have you ever not eaten breakfast? How did you feel?*
- *What did BaMusa do to help himself think better?*
- *What can you do in the morning to help you be your best at school or play?*
- *What fruit did BaMusa eat in the story? Have you ever tasted a mango? What fruit do you like to eat at breakfast?*



Appendix A: Book Club (continued)

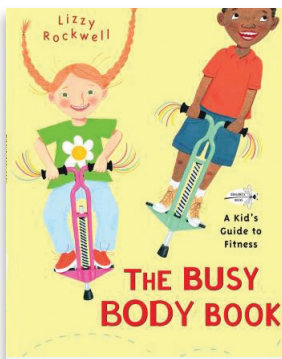
Lesson 6: Let's Play, Let's Party!

Continue the conversation about different ways to **be active and play** by reading books with your class that include forms of physical activity.



Have students reread the **Emergent Reader: *A MyPlate Meal*** aloud. Tell students they will add to the story. Start with the sentence on the last page, "We have fun." Ask students: What do you have fun doing? Have students practice making up, then writing, sentences that start with "We/I have fun..."

To add complexity to the sentences, have them identify places. For example, "I have fun riding my bike in the park." or "We have fun playing at the beach." Review which of the suggested fun activities are physically active.



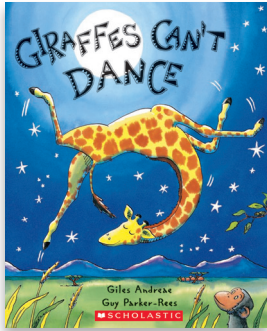
The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell — From how our hearts work to how our bones and muscles keep us going, this book explains how our bodies are made to move. Ask:

- *What happens to your muscles if you use them again and again?* (They get stronger.)
What are some things muscles help your body do? (Move, lift, and stretch)
- *What does your heart do when your body is active?* (It pumps blood faster so that the parts of your body can get the oxygen they need.)
- *What do the children in the story drink when they get hot and sweaty?* (Water) *Why is water a good choice?* (Your body needs more water when it is active or hot; water does not have added sugar.)
- *Why does your body need healthy food?* (Food gives your body energy to move and think; it also gives your body nutrients that help build strong bones and muscles.)
- *What are some of your favorite ways to be a busy body?*



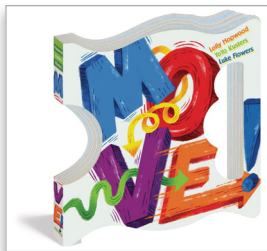
Appendix A: Book Club (continued)

Lesson 6: Let's Play, Let's Party! (more)



Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees — A giraffe wants to take part in the jungle dance festivities where all the animals have their own special dance, but he gets tangled up in his feet. A cricket tells him that when you're different, you need a different song. The giraffe listens to his own music and finds his own moves, and all the animals are amazed. Ask:

- *Why was Gerald the Giraffe sad?*
- *What did he wish he could do?*
- *What other animals attended the jungle dance? What were the types of dances they did?*
- *Who helped Gerald? What did he learn?*
- *How does Gerald feel at the end of the book?*



Move! by Lolly Hopwood and YoYo Kusters — Children can get moving with this book that combines imaginative play with movement. Use the book to help you demonstrate the moves as you read, and encourage your students to move along with you. Ask:

- *What are some moves we did?*
- *Which one was your favorite move?*
- *What are other moves we did not do that we can all do together?*



Appendix B: Parent Handouts

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

Welcome to School Lunch!

Eating with friends and trying new foods can be fun. There are many choices from each of the five food groups. **Draw a line from each lunch food to the correct food group friend.** (Answers on back.)

Parents
Check with your child's school about joining them for lunch. It's a great way to learn more about the healthy choices on the menu.

Source: 2012-116-011
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Welcome to School Lunch!

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

Meet MyPlate

The **MyPlate** icon reminds us that we need to eat and drink foods from the five food groups: **Fruits, Vegetables, Dairy, Grains, and Protein Foods** are important for good health. **MyPlate** shows the food groups in different sections of the plate. Does this mean that foods need to be separate on your plate? No way! Some of our favorite healthy foods are a mix of food groups. What food groups are in your sandwich or taco?

MyPlate Matching Game

Draw a line from each section of MyPlate to the correct foods below.

Did You Know?
Beans belong to both the Vegetable and Protein Food Groups. Some favorite ways kids like to eat beans are in burritos, tacos, chili, dips, and quesadillas.

Parents
Make half your plate fruits and vegetables. It is an easy way to make sure you (and your family) are getting enough. More information on MyPlate can be found at MyPlate.gov.

Source: 2012-116-018
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Meet MyPlate

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

Be Your Best With Breakfast

Eating breakfast helps you have the energy you need for play and learning. Does your school serve breakfast? Check out the tasty choices. It is fun to eat breakfast with friends!

Parents
Start every day the whole-grain way. Serve whole-grain versions of cereal, bread, tortillas, or pancakes at breakfast. Whole grains give your kids 6 vitamins, minerals, and fiber to help them feel full longer so they stay alert to concentrate at school.

Check the Ingredients List:
Take a few seconds to see if the food is made from whole grains. Look for the word "whole" before the first ingredient. Some examples of whole-grain ingredients are:

- whole wheat
- brown rice
- oatmeal
- quinoa
- whole-grain corn
- buckwheat
- bulgur
- gram flour
- rolled oats
- whole-grain barley
- whole rye
- wild rice

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Be Your Best With Breakfast

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

Move, Play, Have Fun!

Try these fun activities below. Cross them off as you and your family enjoy each one. Make up your own! How many can you do?

Ride bikes or scooters.	Play "Simon Says."	Go swimming, toss water balloons, or run through the sprinkler.	Walk to school.
Play hopscotch.	Blow bubbles, chase, and pop them.	Play with a hula hoop.	Kick a soccer ball back and forth.
Play "Catch 1-2-3." Count aloud how many times the ball is caught.	Play sock basketball (toss rolled socks into a laundry basket).	Race to the nearest tree or other landmark.	Jump rope.
Take a walk after dinner and look for a specific shape, like circles or triangles.	Hop! Place a broomstick on the floor. Stand on one side with both feet together. Jump over the stick and back 10 times.	Play volleyball with balloons. Keep a balloon afloat by hitting it back and forth.	Play "ABC, Jacks." With each jumping jack, say the letters of the alphabet in order.
Say the days of the week as you touch your toes.	Go on a bug (or leaf, or different-colored cars) hunt.	Have a treasure hunt and see how fast everyone can find clues.	Play some music and have a family dance party.
Play on a playground.	Take the dolls (or dog or action figure) for a walk.	Play tag.	Rake leaves, build a snowman, sweep, or garden.
Walk through the mall on a rainy day.	Choose your own activity.	Play "Follow the Leader."	Go skating.

Parents
Children need at least 60 minutes of physical activity each day. Make family time "active" time.

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Move, Play, Have Fun!

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

Snack Time!

MyPlate Nate and Kate like healthy snacks. Their snacks include foods from the five food groups. They choose snacks that do not have too much added sugar, fat, or salt. They only have cookies, cakes, and candies for snacks sometimes—and not too much. This helps them get the foods they need to feel their best and be healthy.

Draw your favorite healthy snack on the empty plate below.

- unsweetened applesauce
- fruit cups packed with 100% juice
- raisins
- whole-grain crackers
- low-fat popcorn
- low-sugar whole-grain cereal

Source: 2012-116-018
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Snack Time!

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

Discover MyPlate with Nate and Kate

Dear family,

Your child is learning about healthy eating. USDA's **Discover MyPlate: Nutrition Education for Kindergarten** shows how eating a variety of foods can be easy and fun!

MyPlate Nate and Kate like to eat foods from all five food groups to stay healthy and strong. Join them on an adventure through the **Pathway to MyPlate** and explore all five food group stops to learn more about where food comes from.

The MyPlate Food Groups:

- Fruits
- Vegetables
- Grains
- Protein Foods
- Dairy

At the end of the Pathway, celebrate together as a family! Eating a variety of fruits, vegetables, grains, protein foods, and dairy can set your family on a path towards a healthy future.

Source: 2012-116-011
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Discover MyPlate with Nate and Kate



Appendix C: Five Food Groups

The following is an at-a-glance chart of foods that belong to each food group. It is not a complete list. For more information on each food group, visit: [TeamNutrition.USDA.gov](https://www.teamnutrition.usda.gov).

Food Group	Foods in the Food Group	
<p style="text-align: center;">Fruits</p> <p>Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried; and may be whole, cut-up, or puréed.</p>	<p>Apples Apricots Bananas Cherries Grapefruit Grapes Kiwi Fruit Mangoes Oranges Papaya Peaches Pears Persimmons Pineapple Plums Raisins</p>	<p style="text-align: center;">Berries</p> <p>Blackberries Blueberries Raspberries Strawberries</p> <p style="text-align: center;">Melons</p> <p>Cantaloupe Honeydew Watermelon</p>
<p style="text-align: center;">Vegetables</p> <p>Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. There are five Vegetable Subgroups: Beans and Peas, Dark Green, Red and Orange, Starchy, and Other Vegetables.</p>	<p style="text-align: center;">Beans and Peas</p> <p>Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soybeans Split peas White beans</p> <p style="text-align: center;">Dark-Green Vegetables</p> <p>Bok choy Broccoli Collard greens Dark-green leaf lettuce Kale Romaine lettuce Spinach</p> <p style="text-align: center;">Red and Orange Vegetables</p> <p>Butternut squash Carrots Red/orange bell peppers Pumpkin Sweet potatoes Tomatoes</p>	<p style="text-align: center;">Starchy Vegetables</p> <p>Corn Green peas Plantains Potatoes Taro</p> <p style="text-align: center;">Other Vegetables</p> <p>Asparagus Avocado Beets Cauliflower Celery Cucumber Eggplant Green beans Iceberg lettuce Mushrooms Radicchio Sugar snap peas Yellow bell pepper Zucchini</p>



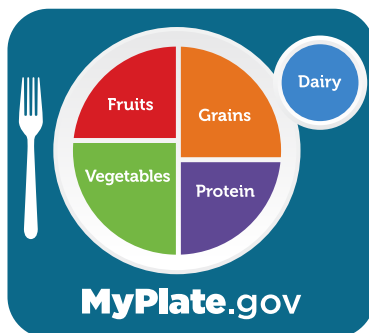
Appendix C: Five Food Groups (continued)

Food Group	Foods in the Food Group	
<p style="text-align: center;">Grains</p> <p>Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products. Grains are divided into two subgroups:</p> <ul style="list-style-type: none"> • Whole Grains contain the entire grain kernel—the bran, germ, and endosperm. • Refined Grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. 	<p style="text-align: center;">Whole Grains</p> <p>Amaranth Bread products made primarily from 100% whole grains (such as whole-wheat breads, buns, rolls, and pitas) Brown rice Buckwheat Bulgur Millet Muesli Oatmeal Popcorn Quinoa Rolled oats Whole-grain barley Whole rye Whole-wheat crackers Whole-wheat pasta Whole-wheat tortilla Wild rice</p>	<p style="text-align: center;">Refined Grains*</p> <p>Bread products made with refined “white” flour (such as white rolls, buns, pitas, etc.) Cornbread Corn tortillas Couscous Flour tortillas Grits Noodles Pastas (spaghetti, macaroni) Pretzels Some ready-to-eat breakfast cereals White rice</p> <p><small>* Most of these products are made from refined grains. Some are made from whole grains. Check the ingredients list for the words “whole grain” or “whole wheat” to decide if they are made from a whole grain. Some foods are made from a mixture of whole and refined grains.</small></p>
<p style="text-align: center;">Dairy</p> <p>All fluid milk products and many foods made from milk are considered part of this food group. Most Dairy Group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content are part of the group.</p> <p>Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not considered to be in the Dairy Group. Fortified soy milk (soy beverage) and soy yogurt are also part of the Dairy Group.</p>	<p style="text-align: center;">Fluid milks (flavored or unflavored)</p> <p style="text-align: center;">Lactose-reduced milks</p> <p style="text-align: center;">Lactose-free milks</p> <p style="text-align: center;">Fortified soy beverages (soy milk)</p> <p style="text-align: center;">Cheese Cheddar Mozzarella American Cottage cheese</p>	<p style="text-align: center;">Yogurts (including soy yogurt)</p> <p style="text-align: center;">Milk-Based Desserts Puddings Ice cream Frozen yogurt Ice milks</p>



Appendix C: Five Food Groups (continued)

Food Group	Foods in the Food Group	
<p>Protein Foods</p> <p>All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds are considered part of the Protein Foods Group.</p> <p>Beans and peas are also part of the Vegetable Group.</p>	<p>Beans and Peas Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soybeans Split peas White beans</p> <p>Seafood Anchovies Catfish Clams Cod Crab Crawfish Flounder Lobster Oysters Salmon Sardines Shrimp Squid (Calamari) Tilapia Tuna</p> <p>Nuts and Seeds (and Butters) Almonds Peanuts Pumpkin seeds Sunflower seeds Walnuts</p>	<p>Processed Soy Products Tofu Tempeh Texturized Vegetable Protein (TVP) “Veggie Burgers”</p> <p>Poultry Chicken Duck Turkey</p> <p>Eggs</p> <p>Meats (Lean Cuts and Ground Meats) Beef Ham Lamb Pork Veal</p>



Appendix D: Reach for the Sky

Song Lyrics



Here's a little song about the five food groups
Fruits, veggies, protein foods, grains, and dairy!!!

The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So eat five food groups and sing with me!



Give a hoot (hoot hoot hoot) if you like fruit
Stomp your feet (stomp, stomp, stomp) and eat veggies
Sing my tune (ooh ooh ooh) for protein foods
Fly like a plane (vroooooom!) with some grains
Now add dairy, you've **got all five**
So come on everybody, **reach for the sky!**

The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So eat five food groups and sing with me!



An apple is a fruit!
Broccoli is a vegetable!
Chicken is a protein food!
Bread is a grain!
And yogurt is dairy! (That makes five)

Give a hoot (hoot hoot hoot) if you like fruit
Stomp your feet (stomp, stomp, stomp) and eat veggies
Sing my tune (ooh ooh ooh) for protein foods
Fly like a plane (vroooooom!) with some grains
Now add dairy, you've **got all five**
So come on everybody, **reach for the sky!**



The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So thank you everybody for singing with me!



Appendix E: Taste Testing Activities

Lessons 1, 3, 4, 5, and 6 include taste testing activities. If you choose to conduct a taste test, here are some things you may consider doing before, during, and after the activity.

Before the Taste Test:

Review these polite food taster tips with your students:

- Polite food tasters wait until everyone else has received their food before they start eating.
- Polite food tasters do not make faces or express their dislike loudly. They know that they may not like a food this time, but may like it next time. Sometimes, foods taste different when prepared different ways.
- Polite food tasters can share how they feel about a food by voting at the end of the taste test.

During the Taste Test:

- Taste the food with your students! Remember to also be a polite food taster (see above).

After the Taste Test:

Give each student a chance to vote by selecting if they “Did not try” the food, “tried it,” “liked it,” or “loved it.” Here are some ideas for ways students can vote:

Vote By Bean

1. Using 4 paper cups, write “Did Not Try,” “Tried It,” “Liked It,” and “Loved It.”
2. Give each student one object to vote with, such as a dried bean.
3. Ask each student to think about the food they tried. Then, have them put the object in one of the cups.
4. As a group, count how many objects are in each cup. Discuss which one has the most votes.

Vote By Smiley Face or Sticker

1. Prepare chart paper with a column for each category - “Did Not Try,” “Tried It,” “Liked It,” and “Loved It.”
2. Have students help you create a graph to show the results by having them draw a smiley face or place a sticker under the category they are voting for.
3. As a group, count how many objects are in each column. Discuss which one has the most votes.

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. Pre-cut 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.



Lesson 1

Activity 1: Fruit and Vegetable Sorting [WB, p. 5]

Fruits: banana, strawberry, apple, grapes

Vegetables: bell pepper, broccoli, leaf lettuce, carrot

Activity 2: Grains and Dairy Sorting [WB, p. 7]

Grains: macaroni pasta, popcorn, whole-wheat bread, rice, whole-grain breakfast cereal

Dairy: fat-free milk, cheese, low-fat yogurt, string cheese

Activity 3: Protein Foods Sorting [WB, p. 9]

Protein Foods: egg, chicken leg, tuna fish, ham, kidney beans, peanuts

Activity 4: Wash Your Hands! [WB, p. 11]

1. Wet hands and get soap.
2. Lather with soap under running water for 20 seconds and rinse well.
3. Dry hands.
4. Eat.

(**S words:** strawberries, salad, sandwich, shirt, soap, soapsuds, stool, sink, shoes, shoelaces, shorts)

Activity 5: Foods I Like [WB, p. 12]

I like to eat low-fat yogurt.

I like to eat tomatoes in a salad.

I like to eat bananas at school.

I like to eat _____.



Lesson 2

Activity 1: MyPlate Placemat [WB, p. 13]

Results will vary. Children will draw a picture on their placemats of one food from each food group within the corresponding place on the **MyPlate** icon.

Activity 2: Kate's Lunch Plate [WB, p. 15]

Kate's lunch should have one food from each of the food groups:

Fruits: apple, pineapple

Vegetables: broccoli, salad

Grains: rice, noodles

Protein Foods: chicken, meatballs

Dairy: milk

Activity 3: What Do We Need? [WB, p. 16]

Food group missing in each row:

Row 1 – Grains

Row 2 – Dairy

Row 3 – Vegetable

Row 4 – Protein Food

Row 5 – Fruit



Lesson 3

Activity 1: Bananas for Fruit! [WB, p. 17]

Row 1 – P for pineapple; B for banana

Row 2 – A for apple; S for strawberries

Row 3 – G for grapes; O for orange

Row 4 – W for watermelon; K for kiwi

Activity 2: Vote for Veggies [WB, p. 18]

Row 1 – C for carrot; C for corn; M for mushrooms

Row 2 – P for pepper; L for lettuce; P for peas

Row 3 – T for tomatoes; B for beans; B for broccoli

Activity 3: Snack Count [WB, p. 19]

Row 1 – 4 tomatoes; 6 blackberries

Row 2 – 5 carrots; 3 broccoli

Row 3 – 8 orange slices; 4 asparagus stems

Row 4 – 11 beans; 7 snap peas



Lesson 4

Activity 1: Time to Grow! [WB, p. 20]

Pictures are in the correct sequence. Number them 1 through 9 from top to bottom, left to right.

Activity 2: 1, 2, 3, 4 – Grow, Fruit and Veggies, Grow! [WB, p. 21]

15 carrots growing underground

5 sweet potatoes growing underground

6 apples growing on a tree

8 asparagus growing out of the ground

10 spinach plants growing out of the ground

12 broccoli plants growing out of the ground

Activity 3: Time for Strawberries [WB, p. 22]

1. girl planting strawberry seed in ground with her mother, letter **l**
2. strawberry plant growing out of ground with flowers, letter **i**
3. strawberry plant growing out of ground with strawberries, letter **k**
4. mother and girl eating strawberries at the table after harvest, letter **e**

I like strawberries.



Lesson 5

Activity 1: What a Day! [WB, p. 23]

1. waking up in bed
2. washing hands with soap at the sink
3. eating a healthy breakfast with whole-wheat toast, egg, orange slices, and milk
4. sitting in class at desk

Activity 2: Where Is the Fruit? [WB, p. 24]

The missing fruit is **MELON**

M is for monkey

E is for eggs

L is for lion

O is for owl

N is for nest

Activity 3: Breakfast Time! [WB; p. 25]

Results will vary.

Lesson 6

Activity 1: Run, Jump, Play! [WB, p. 26]

Pictures showing physical activity:

- throwing a ball
- playing soccer
- dancing ballet
- riding a bicycle
- karate
- jumping rope
- baseball
- playing on the jungle gym
- doing cartwheels

Pictures not showing physical activity:

- drawing
- playing computer games
- watching TV

Activity 2: Field Day Fun! [WB; p. 27]

Follow letters that spell **MYPLATE**.



