

EATING OUR WAY TO A HEALTHY BODY: CLASSIFYING FOODS

TEACHER PAGES ACTIVITY 2A



OBJECTIVES:

Using pictures and food group labels, students will be able to:

- ▼ Identify the different food groups
- ▼ Describe characteristics of the food groups
- ▼ Sort objects into groups according to their critical attributes
- ▼ Sort food picture cards into the correct food groups



ACTIVITY DESCRIPTION:

This activity will explain the five food groups and the importance of each group. The students will learn through stories, games and cut and paste activities how to sort different foods into the appropriate food groups.



BACKGROUND:

There are five basic food groups. They are **Bread Group**, **Fruit Group**, **Vegetable Group**, **Protein Group** and **Dairy Group**.

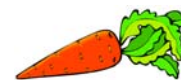
Bread Group: This group includes products made from grains, such as bread, cereal, rice, and pasta. These foods are rich in vitamins, minerals and carbohydrates such as starch and fiber. Whole-grain food is healthier since it has more fiber than processed food. Examples of good food choices from the bread group include oatmeal, brown rice, grits, corn tortillas and whole wheat bread. Less healthy choices include doughnuts, cake, pastries, white flour pasta, white bread, sugary breakfast cereals, and white rice.



Fruit Group: This group includes many types of fruits such as apples, oranges, mangoes, papayas, melons, cantaloupe, apricots, peaches, and grapes. They provide water; vitamins; and carbohydrates, such as fiber and sugar. It is important to eat a variety of fruits since each type of fruit provides different types of vitamins.



Vegetable Group: This group contains a wide variety of food that is low in calories and fat, yet rich in carbohydrates, vitamins and minerals. Examples include spinach, lettuce, cabbage, peppers, leafy green vegetables like kale, and broccoli.



Protein Group: This group includes fish, poultry, meat, dried beans, eggs, and nuts. They provide protein, which is a major part of body cells and it is needed for growth, development, and a healthy immune system. Some meats are high in fat, so you need to choose leaner types of meat and avoid eating visible fat.



Dairy Group: This food group includes milk, yogurt, and cheese, which are important because they provide vitamins, minerals, and protein. Calcium is a particularly important mineral for healthy bones and teeth. Food from this group can be high in unhealthy fat, so it is important to learn how to make healthy choices.



MATERIALS:

- 1 copy of *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy
- 1 set of **Food Cards** for the teacher (laminated for reuse) – card masters are available in this activity
- 1 set of **Food Group Headers** for the teacher (laminated for reuse) – masters are available in this activity
- 1 copy of **My Pyramid Coloring Sheet** for each student – this is available at http://teammnutrition.usda.gov/resources/mpk_coloring.pdf.
- 1 copy of the **Food Disks Page** for each group of two students
- Glue for each student
- Scissors for each student
- Crayons for each student



ACTIVITY INSTRUCTIONS:

Day 1

1. As a class, read *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy and discuss the basic food groups included in the food pyramid. This book has been updated to include the new food pyramid posted on the My Pyramid website (<http://www.mypyramid.gov/>).
2. Place the food group headers around the room. Shuffle a set of **Food Cards** with pictures of various foods. Hold up a card and as a class, decide in which food group the food picture belongs. Place the picture under the agreed upon header. Discuss why each food is placed under its header. Continue until all cards are sorted. Repeat the sorting activity if needed or allow students to sort cards working in small groups.



Day 2

1. Review the food groups using the pictures and headers from the previous day. Have each student color the food pyramid. This page is available at **My Pyramid Coloring Sheet** http://teamnutrition.usda.gov/resources/mpk_coloring.pdf.
2. At the bottom of the pyramid, students should fill in the correct food group. For very young students or students needing assistance, the teacher can fill in the sections before making copies.
3. Using the **Food Disks Page** (found after these teacher pages), students will work in pairs to choose three foods from each group, cut them out, and glue them onto their colored food pyramid in the correct section.
4. Teacher will observe activity and monitor student progress.
5. The final assessment will be the finished food pyramid to display.
6. For grades K-1: students can orally explain what they have learned about the food groups. For grades 2-3: students could do a journal writing of what they learned.

Note: You can use magazine pictures of various foods instead of the **Food Cards**.



SUGGESTED MODIFICATIONS:

Use picture cards for lower grades (K-1). Use word cards for upper grades (2-3)



SUGGESTED EXTENSIONS:

Technology Link: If a computer lab is available, allow students to play the **Blast-off Game** online at: http://www.mypyramid.gov/kids/kids_game.html#.

Kinesthetic Activity:

This is a relay activity in which the object is to place the food cards on the appropriate food group headers in the shortest amount of time.

1. Place headers apart from each other outside on a flat surface, such as playground or football field.
2. Place students into five evenly numbered teams.
3. Create card sets for five teams. Place a colored dot on each card to identify team color, so there will be a **blue** set, **red** set, etc. Place a set of cards on the ground near the starting line for each team.
4. When you say start, the first runner from each team will pick up a food card, race to the Food Group Header Card and place the food card in the correct place. The runner goes back and “slaps” the hand of the next runner, who repeats the process.

Grades
K-3



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5. The students will race against the timer to place the cards under the appropriate headers. The relay continues until all runners have placed their card and returned.
6. The group with the fastest time and the most correct matches under the *Food Group Header Cards* wins.



Reading Extension:

Book lists on nutrition (references to suggested books are included in the references section of this activity)



REFERENCES USED:

Cornell University, <http://agout.cals.cornell.edu/aitc/educators/pdf/weblinks/story-book.pdf>, Accessed August 7, 2009. Note – this list contains other children’s books that may be of interest.

Division of Cooperative Extension of the University of Wisconsin-Extension Website, www.uwex.edu/ces/cty/marathon/wnep/books.html, accessed on August 7, 2009.

Note – this list contains other children’s books that may be of interest.

Leedy, Loreen. (1996). *The Edible Pyramid: Good Eating Every Day* (Updated using the food pyramid from My Pyramid.gov). Holiday House.

NDSU Extension Service, North Dakota State University of Agriculture and Applied Science, and United States Department of Agriculture cooperating. www.ndsu.edu/ndnc/foodbooks, accessed August 7, 2009. Note – this list contains other children’s books that may be of interest.

US Department of Agriculture, My Pyramid website, www.MyPyramid.gov, accessed August 7, 2009. (Source for pyramid chart and blank pyramid chart)

Activity "Administrivia":

Intended Grade Level:

K-3



Relevant TEKS-Health

K.1 Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to: (B) identify types of foods that help the body grow such as healthy breakfast foods and snacks

K.3 Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to: (B) plan a healthy meal and/or snack

1.1 Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise

2.1 Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities; (D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;

3.1 Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet such as a food pyramid;

Key Concepts:

Nutrition, Food groups, Sorting, Classification

Process Skills Utilized in Lesson:

Observing, sorting, following directions

Previous Learning Assumed:

We need food for health and energy

Key Words for Web Page:

nutrition, food groups, classifying foods, food pyramid, K-5 lessons



HEALTHY BODY: Food Classifications

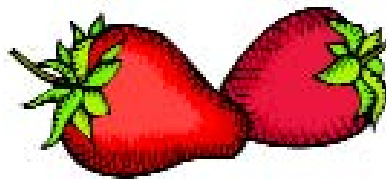
Contributing Authors:

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Vegetable Group



Fruit Group



Grain

Group



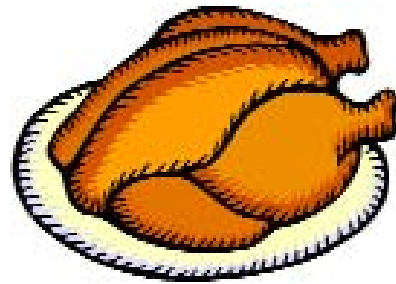
Dairy

Group

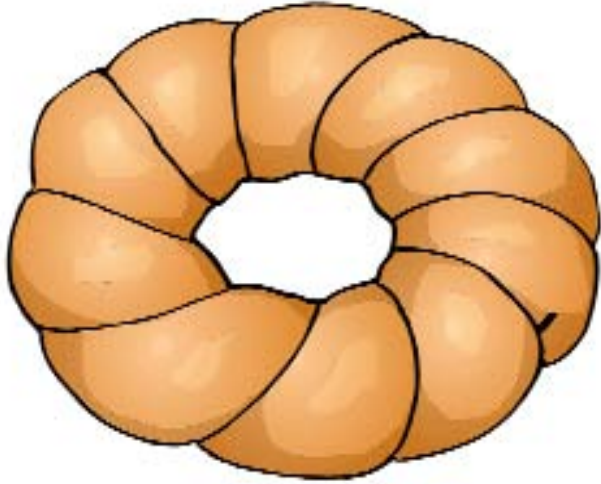


Protein

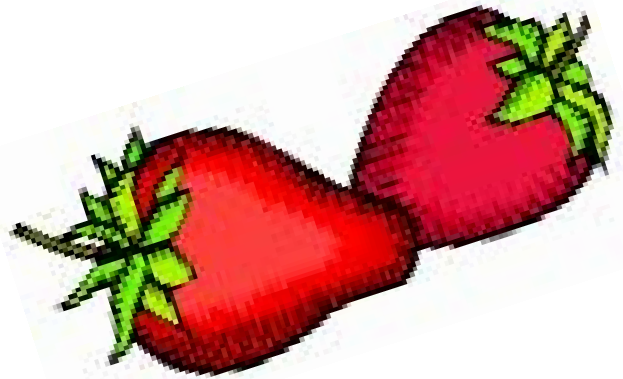
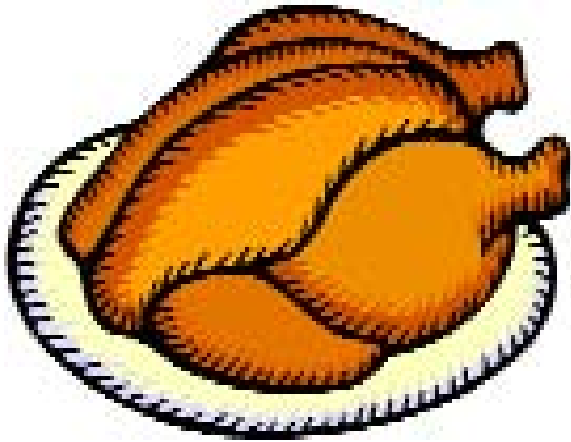
Group



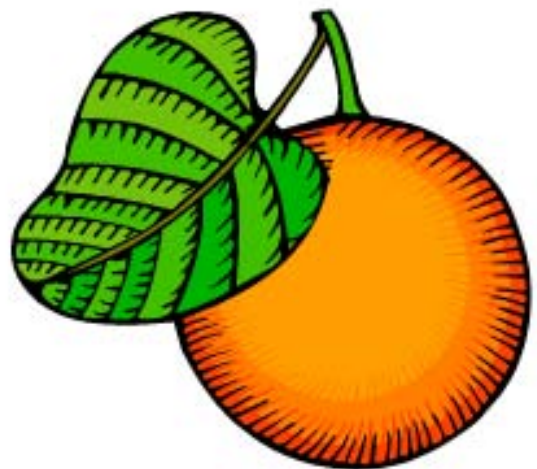
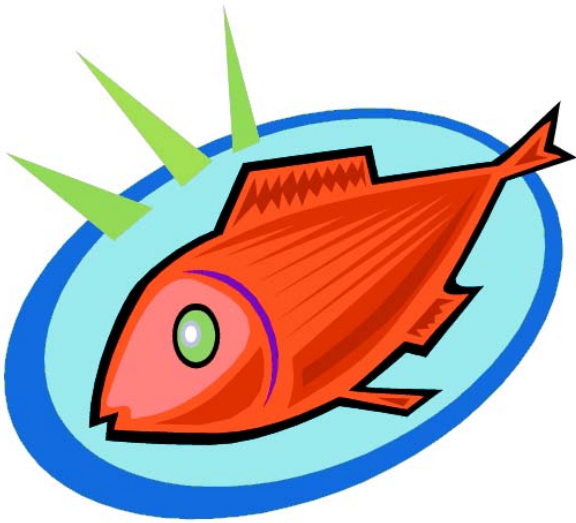
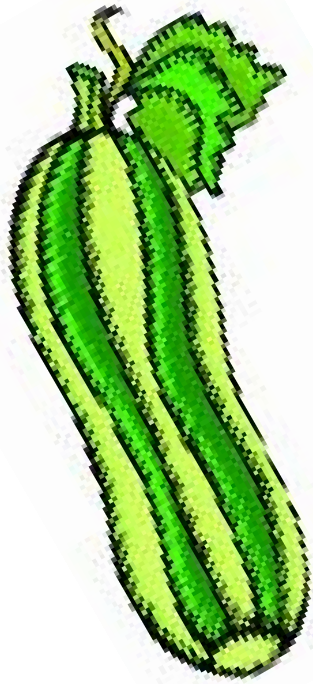
Food Cards



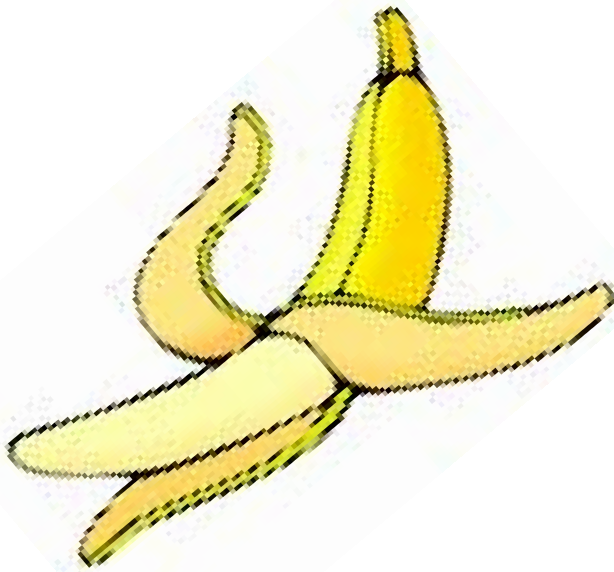
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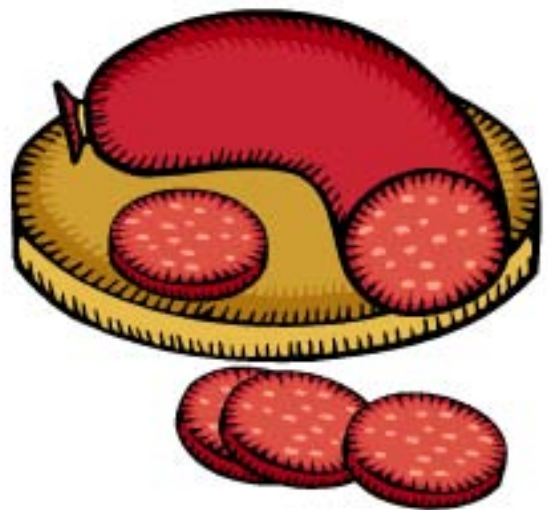
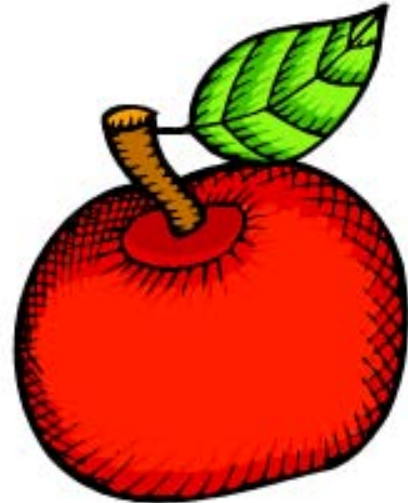
Food Cards



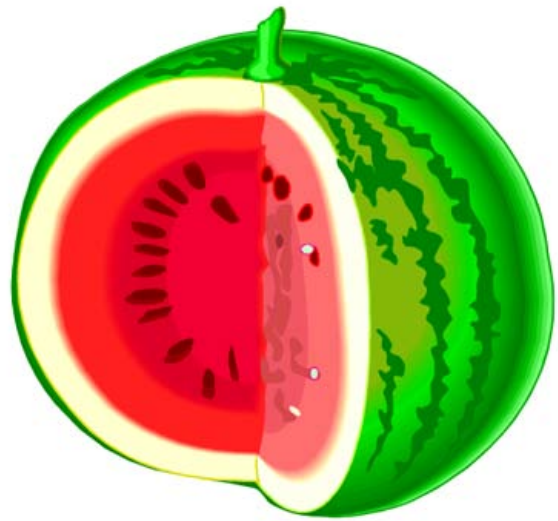
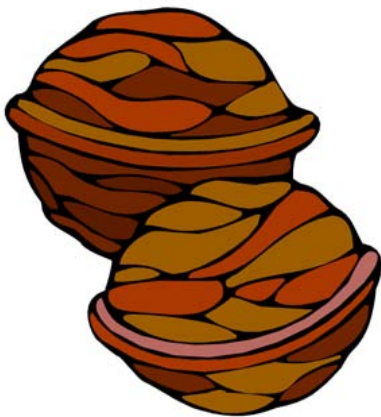
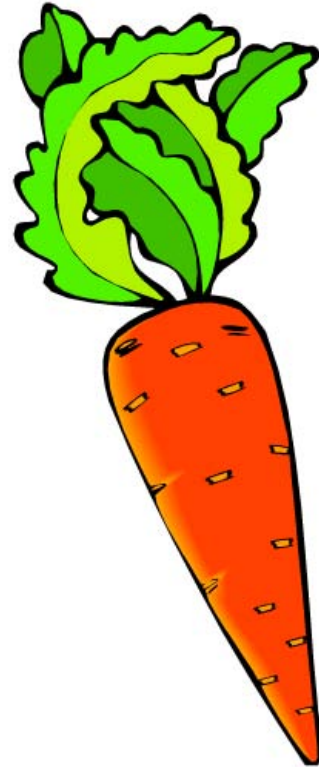
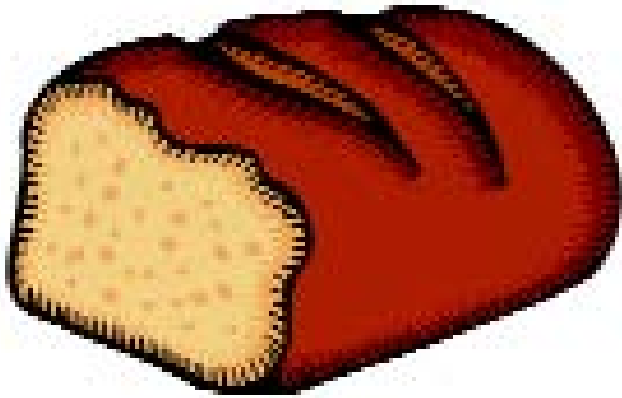
Food Cards



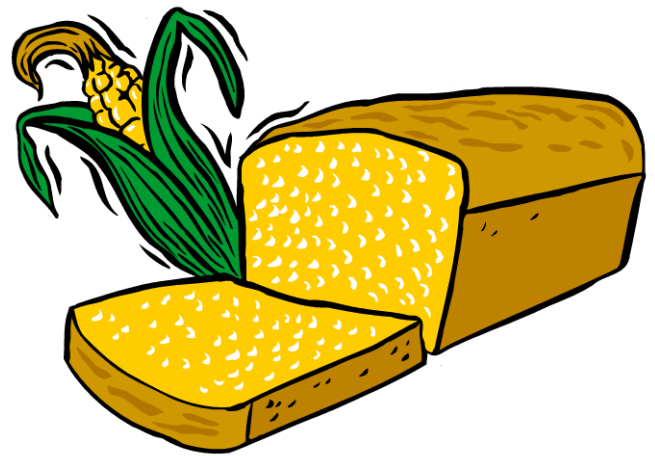
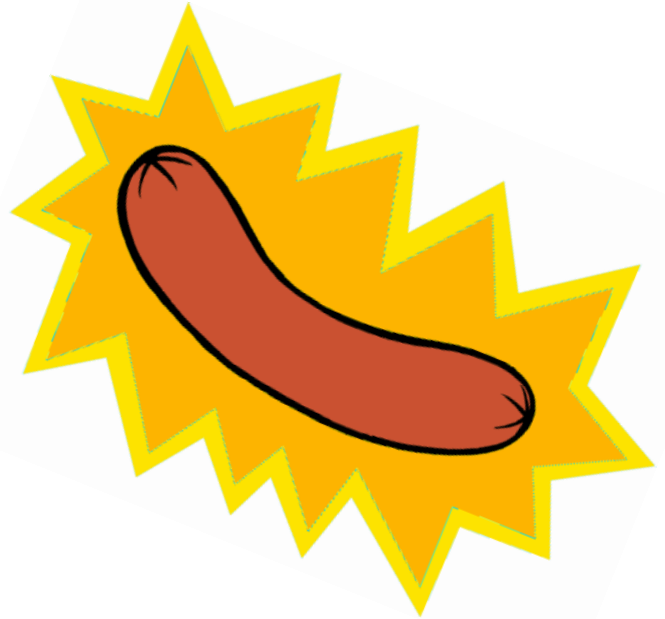
Food Cards



Food Cards



Food Cards



Food Disks Page

