

# 1<sup>st</sup> Grade - Food Groups

## Learning Objectives

- ❖ I can identify and name the MyPlate Food Group.

1.1 The student will identify the basic components and functions of human body systems

## Nutrition

(a) Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy).

## Teacher Notes

- List major organs (e.g. heart, brain, lungs, stomach).
- Visual poster of MyPlate Food Groups to help identify foods.
- Food groups- dairy, protein ,vegetables, fruits, grains.

## Lesson Steps

*Step 1 (Engage learners/access prior knowledge)*

- Q & A: How many food groups do you think we have? Can you name any of them? Did you have any food from the food groups for breakfast or lunch? Name one.

*Step 2 (New information – direct instruction/teacher-facilitated learning)*

- Introduce the MyPlate food groups to students using the diagram below. Explain the different food groups and how we benefit from each of them. Use the different colors to help students identify and understand the food groups.
- What is the function of each food group? For example, grains- give us energy to move around every day; protein- uses amino acid to help to build and repair muscle tissues and bones; Dairy- provides nutrients that are vital for health (calcium, potassium, vitamin D).

*Step 3 (Application – how student will apply/practice new learning)*

## Food Group Relay

- ❖ Place students in small groups at cones with MyPlate food chart.
- ❖ Put MyPlate group cards in a hula-hoop in the middle of gym/room.
- ❖ On “go,” students will run down and pick up only one item and place it in the correct spot on the food chart. On the back of each card will be an exercise; students will perform the exercise after they place the food item on the MyPlate chart. Students cannot pick up an item twice that belongs to the same food group. If a student runs and picks an item that was already on their chart, they will do the exercise then return the item to the hula-

hoop, then run back to the group and the next person in line will go. This will continue until they get all the food group on the plate chart.

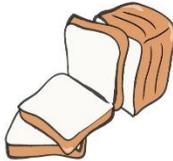
## Assessments

### Food Group Assessment

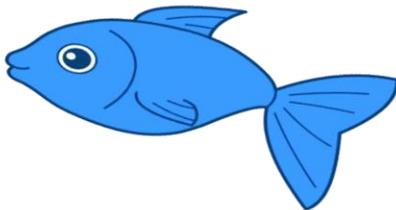
Look at the diagram and write the name of the food group



1. \_\_\_\_\_ (a) vegetable (b) fruits (c) protein



2. \_\_\_\_\_ (a) fruits (b) grain (c) Dairy



3. \_\_\_\_\_ (a) grain (b) vegetables (c) protein

## Extensions/Connections

- Food Groups Video- [Food Groups for Kids | Eating Healthy | Food Groups | Healthy Food for Kids | Kid's Health - YouTube](#)

## Resources/References

- Virtual PE /Food group Fitness (Mrs. G) <https://www.youtube.com/watch?v=LkNiX9vLflc>
- Food group Fitness (Kristen Klein) [https://www.youtube.com/watch?v=pJ4T\\_0LgbNY](https://www.youtube.com/watch?v=pJ4T_0LgbNY)
- Food Group and MyPlate <https://www.youtube.com/watch?v=L7QOUiQCb5E>

## Handout

MyPlate templates and information: <https://www.myplate.gov/>

5 Food Groups - Healthy Kids: <https://healthy-kids.com.au/food-nutrition/5-food-groups/>