

1st Grade: Curriculum Connections

Lesson 1: Milk & Milk Products

ACTIVITY #1: VISIT A DAIRY FARM

- To continue the discussion about where foods come from, try to arrange a visit to a dairy farm (if there is one in your vicinity) so your class can see where milk really comes from.
- **Call** the dairy farm closest to you and ask if tours are available for students. Many children in urban areas are sure that milk comes from the grocery store!

ACTIVITY #2: FREQUENT FOODS

- **Have** the students keep track of the foods they eat from the Milk & Milk Products group for several days.
- **Tally** all of the results for the class for each day.
- **Have** the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

ACTIVITY #3: THE FOOD GROUP SONG

- **Teach** students the following song to the tune of “Old MacDonald Had a Farm.”
- **Introduce** each specific food-group verse as students learn about that particular food group.
- **FOOD GROUP SONG**

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Milk group foods.
 Drink some Milk,
 Eat some cheese,
 Have some yogurt,
 If you please.
To be healthy and grow up strong,
Eat some Milk group foods.

To get the nutrients you need,
Eat lots of food-group foods.

To be healthy and grow up strong,
Eat some Vegetable group foods.
 Eat some broccoli,
 Carrots and potatoes,
 Peas and squash,
 Lettuce and tomatoes.
To be healthy and grow up strong,
Eat some Vegetable group foods.

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Fruit group foods.
 Have an apple,
 Grapes and cherries,
 Peaches and pears,
 And sweet strawberries.
To be healthy and grow up strong,
Eat some Fruit group foods.

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Bread group foods.
 Have a tortilla,
 Try some rice,
 Muffins and bagels,
 Are very nice.
To be healthy and grow up strong,
Eat some Bread group foods.

To get the nutrients you need,
Eat lots of food-group foods.
To be healthy and grow up strong,
Eat some Meat group foods.
 Have some chicken,
 Eat some fish,
 Spoon some beans,
 Into your dish.
To be healthy and grow up strong,
Eat some Meat group foods.

Lesson 2: Vegetables

ACTIVITY #1: READ!

- **Help** students find and read books about vegetables.
- **Take** the students to the school library and help them pick out books about vegetables. One example of a great book is *Growing Vegetable Soup*, by Lois Ehlert, 1987.

ACTIVITY #2: FREQUENT FOODS

- **Have** the students keep track of the foods they eat from the Vegetables group for several days.
- **Tally** all of the results for the class for each day.
- **Have** the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

Lesson 3: Fruits

ACTIVITY #1: "A" IS FOR APPLE

Materials needed: Apples in different forms, for example applesauce, fresh apples (many varieties), dried apples, apple pie filling

- **Set** out your variety of apples for the students to inspect.
- **Compare and describe** the characteristics of different varieties of apples. **Compare and describe** the differences among fresh apples, applesauce, dried apple chips and prepared apple pie filling.
- Once the lesson is done, **let** the students taste test all of the different forms of apples.

ACTIVITY #2: FREQUENT FOODS

- **Have** the students keep track of the foods they eat from the Fruits group for several days.
- **Tally** all of the results for the class for each day.
- **Have** the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

Lesson 4: Grains, Breads & Cereals

ACTIVITY #1: "SANDWICHES" AROUND THE WORLD

Materials needed: all foods needed for preparation of the selected sandwiches (see examples below)

- **Call** on one or two students to describe their favorite "sandwich" and what it looks like.
- **Explain** to the class that there are many different types of "sandwiches" and that several cultures have their own "sandwiches" – pita pockets, calzones, burritos, egg rolls.
- **Bring** the ingredients to assemble some of these "sandwiches" in class.
 - **Divide** the class into groups of 4–6 students and assign each group a "sandwich" to make.
 - Once finished, **let** the students try all of the "sandwiches" they created.

ACTIVITY #2: FOOD AND THE SENSES

Materials needed: foods of the wrong color (see examples below), plates, utensils, napkins

- **Help** students see how important the senses – particularly sight and smell – are to determining the foods they like to eat.
- **Bring** in foods of the "wrong" color (blue mashed potatoes, green milk) and ask students to taste and describe the foods.
- **Try** having two different "taste test" groups – one tasting with eyes open and the other blindfolded so the students can't see the food.
- **Experiment** with smells, allowing one group to smell a food before tasting it while another group tastes a food without smelling it.

ACTIVITY #3: FREQUENT FOODS

- **Have** the students keep track of the foods they eat from the Grains, Breads & Cereals group for several days.
- **Tally** all of the results for the class for each day.
- **Have** the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

Lesson 5: Meat, Beans & Nuts

ACTIVITY #1: MYPLATE MATCH GAME

- **Have** students log on to the website provided below to play an interactive food grouping game. This interactive tool will reinforce the food-group foods and color associations the students were taught over the past five lessons, while helping them discover how many servings of food and how many minutes of moderate-vigorous physical activity they need every day.
- www.DairyCouncilofCA.org/interactives

ACTIVITY #2: FOODS FROM A TO Z

Materials needed: 15 pieces of 4 in. x 4 in. paper stapled for each student, pencils, crayons

- **Have** each student create an ABC book of foods.
- The first page will be the cover. **Have** each student write “My ABC Book of Foods” on the front.
- Each student will write each letter of the alphabet on a separate page and then write the name and draw a picture of a food that begins with the letter on each page.
- Students may need help with letters like “q” (quesadilla, quiche), “u” (upside-down cake), “x” (“extra” food), “y” (yam, yogurt), “z” (zucchini).

ACTIVITY #3: FREQUENT FOODS

- **Have** the students keep track of the foods they eat from the Meat, Beans & Nuts group for several days.
- **Tally** all of the results for the class for each day.
- **Have** the students, or class, make a bar or pie graph of the results to see which foods are eaten, from most to least frequent.

Lesson 6: Choosing Food-Group Snacks

ACTIVITY #1: ROLE PLAY

- Students will role play familiar situations in which they might choose their own snacks.

- **Read** aloud the example situation provided below. **Have** the students act out the situation and provide the ending.

AFTER SCHOOL SNACK

For lunch, Nicolas and his sister have a taco and milk. When they get home from school, they are hungry. “Let’s have a snack!” Nancy says. What does Nicolas suggest for a snack?

Answer: Nicolas suggests a food-group snack, especially a snack from the Fruits group, which would balance their lunch. He might suggest an apple, orange, peach, cereal with bananas or a glass of 100 percent fruit juice.

- **Create** more situations on your own or **ask** the students to role play a situation they have made up or actually experienced.

Lesson 7: Build Your Breakfast

ACTIVITY #1: BREAKFAST TODAY AND YESTERDAY

- **Have** students interview an adult at home to discover what the adult ate for breakfast as a child.
- When the students return with their interviews, **ask** the following questions:
 - How have things changed or not changed?
 - Are there foods available today that weren’t available when the adult they interviewed was a child?
 - Did people eat larger or smaller breakfasts?
- **Investigate** cultural differences as well.
 - What kind of traditional ethnic foods do some families eat?
- **Create** a simple comparison chart on the blackboard to organize the collected data.

ACTIVITY #2: BREAKFAST AND JUMP TO IT

- **Have** your students log on to the website below to reinforce the importance of a healthy breakfast. This interactive tool will

allow students to build a healthy breakfast while reinforcing the “3 out of 5” model.

- www.DairyCouncilofCA.org/interactives

Lesson 8: Playing Hard, Feeling Great!

ACTIVITY #1: WHAT TIME IS IT?

Materials needed: poster board cut into circles, with a small hole punched in the middle (one per student), construction paper, scissors, paper fastener (one per student) and markers

- **Have** the students make their own simple clocks.
- **Pass** out one poster board circle to each student.
- **Have** each student cut an hour and a minute hand from construction paper and attach them to the clock with a paper fastener.
- **Have** the student’s number the hours on the clock, using a marker.
- **Ask** students to use the clocks to keep track of time intervals each day.

Example:

- *At noon, ask the students to set the hands to show noon.*
- *Tell the students that lunch lasts for one-half hour and ask them to move the hands on their clocks to reflect the time they’ll be returning to the classroom.*
- *Use the clocks to help students keep track of how much time they spend playing hard during the day.*

ACTIVITY #2: OUR BODY PARTS

Materials needed: body part pictures cut from magazines

- What parts of the body are involved when engaging in physical activity?
- **Show** the pictures of the body parts that you cut from magazines and have students identify them.
- **Play** “Simon Says” or “Dance the Hokey Pokey.” **Ask** students to describe the function of different body parts during the exercise.

Example:

- *What do your arms do when you run?*
- *What do your legs do when you make the bed?*

- *Do your elbows move when you play soccer?*