

Educator Guide Kindergarten

Nutrition Lesson Plan

HealthyEating.org

Let's Eat
Healthy 

Getting Started

You have a unique opportunity as an educator to influence the health and lives of children in a positive way. **Let's Eat Healthy** is designed to assist you in nurturing healthy eating habits in your students. In this program, you will find 5 engaging, flexible, and fun lessons to help students build the skills and knowledge to make healthy food choices.

Upon completion of each lesson, students will be able to:


- **The 5 Fabulous Food Groups:** Understand that food groups classify foods into groups that each provide a unique benefit to their bodies.
- **Food-Group Explorers:** Classify foods into food groups and describe foods they like from each group.
- **From Farm to Me!:** Understand that foods come from a farm and recognize that food travels from the farm to them.
- **Better With Breakfast:** Describe why breakfast is a healthy start to the day and name a variety of healthy breakfast foods.
- **Exploring Foods:** Recognize that foods from the food groups taste good and make up a healthy eating pattern. Identify how they can help with shopping, meals, and cleanup at home.

STANDARDS

This program is aligned to the Common Core State Standards for English Language Arts & Literacy, as well as relevant health and physical education standards. Standards are listed for each activity in the educator guide. In addition, the activities cultivate critical 21st century skills such as problem-solving, reasoning, and critical thinking.



SOCIAL AND EMOTIONAL LEARNING

Principles of Social and Emotional Learning (SEL) have also been embedded into the lesson activities and are identified by the  icon in the educator guide. “SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (casel.org) Specifically, the program aims to nurture:

- **Social awareness:** Understanding and empathizing with the perspectives of others.
- **Relationship skills:** Communication, cooperation, resolving conflict constructively, offering help.
- **Responsible decision-making:** Making positive choices about personal behavior and social interactions.

Food is a shared commonality and necessity of life. As such, it lends itself to learning and to building connections and relationships with others. SEL occurs organically through a shared journey of investigating the origin of food and understanding the concepts of nutrition.

As an example, pair-share is an ideal tool to implement and practice relationship skills and social awareness; having 1 member of a pair describe a situation to their partner and having the partner repeat what they heard also builds effective reflective listening skills. Food tastings are another excellent activity that has been integrated into the program. Such sessions expose children to a wide variety of foods, some of which will be new to them. Tips for conducting tastings in a way that fosters positive, respectful conversations with students can be found at [HealthyEating.org/FoodTasting](https://www.healthyeating.org/foodtasting).

PACING AND SEQUENCING

Each lesson outlines 2 to 3 activities that can be implemented in a single class session or, preferably, spread out over multiple class sessions. Each activity is designed to be taught in 15 to 45 minutes. The program is designed to be taught in sequential order, but each lesson stands on its own, so you can pick the topics most relevant to your students' needs and interests.

LESSON PLAN

Each lesson plan outlines an **Essential Question**, **Learning Objectives**, and **Vocabulary**. **Fast Facts** are provided to help with nutrition content. **Brain Breaks**, included with each lesson, are short physical activities that can be used before, during, or after the activities. **Activities** are outlined to give an overview and suggested instructional sequence. At the end of the 5 lessons, you can extend learning with the **Going Deeper** section, which includes reading suggestions, cafeteria connections, and project-based learning.

FAMILY CONNECTIONS

To reinforce student learning and introduce families to the nutrition concepts, several resources are available at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder) and in the student workbook. These include a **note to families** in the front of the workbook, a **Family Connection** at end of each lesson, and **messages** you can share through regular email correspondence to families (online only). In addition, every lesson reminds and encourages students to share what they learned when they go home.

ASSESSMENTS

Student Pre- and Post-Assessments are available at [HealthyEating.org/LearningAssessments](https://www.healthyeating.org/learningassessments) and are designed to measure the knowledge gains as a result of teaching all 5 lessons.

The student workbook is designed to serve as a mini-portfolio of students' work that can be used as a record of their achievement and shared with families at the end of the program.

PRINT PROGRAM MATERIALS

(available free of charge within California)

Keep and reuse the educator guide, poster, and food pictures each year. Student workbooks are available to reorder every year in English and Spanish. Note: These materials are not automatically renewed.

ONLINE RESOURCES

Resources and quick links that support implementation of this program are housed at HealthyEating.org/Kinder.

- Educator Guide and Student Workbook in digital format
- Nutrition Primer and teacher videos to guide educators
- Videos to support instruction in the classroom and at home
 - Visit our Nutrition Made Easy! Playlist at YouTube.com/HealthyEating/Playlists.
- Online activities and games for use on tablets or computers
 - Use our MyPlate Match Game and more at HealthyEating.org/GamesandActivities.
- Family Connection to bridge learning at home

HOW TO ORDER ADDITIONAL RESOURCES (FREE IN CALIFORNIA)

- 1 Visit HealthyEating.org
- 2 Call Dairy Council of California:
 - California Residents: 877-324-7901
 - Non-California Residents: 866-572-1359
- 3 Email, mail, or fax the completed order card sent to educators in California



The 5 Fabulous Food Groups

Overview

Essential Question

What does food do for your body and mind?

Learning Objectives

- Understand that foods are classified into groups, and each group provides a unique benefit to their bodies.
- Recognize that healthy food has a positive effect on both the body and mind.

Online Resources

[HealthyEating.org/Kinder](https://www.healthyeating.org/kinder)

Fast Facts

- Teaching children how various foods affect their bodies, both physically and mentally, can be a building block for future health. The food grouping system is a tool to teach basic principles of healthy eating.
- The food groups are associated with specific colors, engaging friends,* and specific health benefits.
Mary Dairy: “Dairy foods build strong bones and teeth!”
Reggie Veggie: “Vegetables give you healthy skin and eyes!”
Farah Fruit: “Fruits protect your body and heal you when you are sick!”
Jane Grain: “Whole grains give you energy to move and grow.”
Dean Protein: “Protein helps your muscles and body grow!”
- Food groups work together to aid the body in growth and development. Everything children eat and drink matters—foods from all food groups form the foundation of healthy eating patterns.
- Healthy eating habits are built on a pattern of daily food and beverage choices. Habits support short- and long-term health, well-being, and success of children and families.
- To simplify the idea of nutrients for this age group, this program refers to them as “healthy helpers” that provide a health benefit.
- For more resources on the food groups, visit [ChooseMyPlate.gov](https://www.ChooseMyPlate.gov) or [HealthyEating.org/Primer](https://www.healthyeating.org/primer).

*Adapted characters from U.S. Department of Agriculture

Vocabulary

Healthy – food or physical activity choices that are beneficial to the body; free from sickness

Food groups – a way that foods are sorted by how they help the body; each group has a similar nutrient or “healthy helper”



The 5 Fabulous Food Groups

Brain Break Activity: Reach For the Sky

Explain that besides learning about healthy eating habits, students will often take time during class for brain breaks to energize their minds and exercise their bodies.

Ask students to stand up, sing, and dance along to the song at bit.ly/ReachSong. (Song lyrics can be found at bit.ly/ReachLyrics.)

Activity 1: Meet the 5 Fabulous Food Groups

CA CCSS FOR ELA/LITERACY SL.K.1

Introduction

Introduce the 5 **food groups** using the Healthy Eating Made Easier With Food Groups video. The engaging friends help students understand the categories that make up the 5 Fabulous Food Groups.* Explain to students that they need food from all 5 food groups in order to learn, play, grow, and be **healthy**. Students will understand that certain nutrients or “healthy helpers” in each of the 5 food groups are necessary for a healthy body and mind.

*Discover MyPlate: Nutrition Education for Kindergarten (USDA, 2014).

Materials Needed

- Student workbook pg. 5: **Meet the 5 Fabulous Food Groups**
- Student workbook pg. 7: **Food Groups**
- Student scissors, tape, and baggies (to send finger puppets home)
- **Food Groups** poster (for reference, included in teaching materials)
- *Healthy Eating Made Easier With Food Groups* video at bit.ly/FGPuzzle (6 minutes; can be segmented)

Activity Summary

From the student workbook, students cut out finger puppets that each represent a food group. They then use tape to make puppet cones to fit over each finger. Use the finger puppets in the Family Connection activity at the end of the lesson.

Teacher Suggestion

As you introduce each food-group friend, ask the students about the color and foods they notice that make up the friends.

Instructional Sequence

Ask students to turn to pg. 5 of their workbooks.

Explain that they are going to meet some fabulous friends who will help them learn about healthy foods that make up the 5 food groups.

Tell students that the friends are each a specific color. For example, **blue** is for Mary Dairy. Mary is part of the Dairy food group.



The 5 Fabulous Food Groups

Instructional Sequence


Continued

Have students cut out each of the puppets and say which food group they belong in.

Mary Dairy	Dairy group
Reggie Veggie	Vegetables group
Farrah Fruit	Fruits group
Jane Grain	Grains group
Dean Protein	Protein group

Instruct students to tape each finger puppet to make a cone that will fit over their fingers.

At the end of the activity, **have** students place their own finger puppets into a baggie labeled with their name to take home for the Family Connection activity at the end of the lesson.

 **Show** part or all of the *Healthy Eating Made Easier With Food Groups* video. Have students pair-share with a partner about what they learned in the video.

Activity 2: Food-Group Friends and Helpers

CA CCSS FOR ELA/LITERACY RI.K.7, SL.K.1, HEALTH K.1.1.N

Introduction

Students learn that food groups include foods that help their bodies learn, play, and grow. In addition to the food-group characters from Activity 1, each food group has a nutrient, or “healthy helper,” which promotes growth and provides energy in a food. In this activity, students learn what helps their bodies become strong and healthy!

Materials Needed

- Student workbook pg. 7: **Food Groups**
- Poster-size construction paper (blue, green, red, orange, and purple)
- Friend pictures from pgs. 9 to 18 of the educator guide or at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder)
- Sentence bubble statements from pg. 19 or at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder)

Activity Summary

Students will decorate posters with food-group friend pictures and sentence bubbles. This is a whole-class activity to introduce each friend and explain each food group’s function in making their bodies healthy.

Instructional Sequence

Ask students to turn to pg. 7 of their workbooks.

Reintroduce each food-group friend and choose a student to tape the friend picture to a color-coded poster (blue for **Mary Dairy**, green for **Reggie Veggie**, red for **Farrah Fruit**, orange for **Jane Grain**, and purple for **Dean Protein**).



The 5 Fabulous Food Groups

Instructional Sequence

Continued


When showing each friend picture, **ask** students to point out what foods make up the friend. For instance, Mary Dairy’s body is a yogurt container, and she is drinking a carton of milk (with a cow on its label).

Say: Your bodies need energy and fuel so you can learn, play, and grow!

Share the sentence bubble for each friend and explain that the “healthy helpers,” or nutrients, make the foods in that food group a healthy choice for their bodies.

- **Mary Dairy:** “Dairy foods help to build strong bones and teeth!”
- **Reggie Veggie:** “Vegetables give you healthy skin and eyes!”
- **Farah Fruit:** “Fruit protects your body and heals it when you are sick!”
- **Jane Grain:** “Whole grains give you energy to move and grow!”
- **Dean Protein:** “Protein helps your muscles and body grow!”

Choose students to tape each sentence bubble to the friend on the poster.

 **Revisit** the essential question: What does food do for your body and mind?

Ask students to think about what they learned about the food groups and how they help their body and mind. Ask them to turn to a partner to pair-share.

Remind them that eating a variety of foods from all the food groups helps them learn, play, and grow.

Teacher Suggestion

Display the posters in your classroom.


Family Connection—Guess Who’s Coming Home?

CA CCSS FOR ELA/LITERACY SL.K.1

Send home the finger puppets from this lesson. Encourage students to dine with their finger puppet friends and talk about the food groups and make sure they are all a part of their daily choices.

Guide students to tear out the Lesson 1 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder) to send to families through your regular communication channels.

 **Teacher Suggestion:** Make time for class discussion over the next few weeks about students’ experiences with Family Connection activities. Students can pair-share with a partner or the whole class can share their experience eating all the food groups.



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**Dairy foods help
to build strong
bones and teeth.**



**Vegetables give
you healthy skin
and eyes!**



**Fruit protects
your body and
heals it when you
are sick.**



**Protein helps
your muscles and
body grow.**



**Whole grains give
you energy to
move and grow.**

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Overview

Essential Question

How and why do you group food?

Learning Objectives

- Classify foods into food groups.
- Describe foods from each food group.

Online Resources

[HealthyEating.org/Kinder](https://www.healthyeating.org/kinder)

[HealthyEating.org/Miscategorized-Foods](https://www.healthyeating.org/miscategorized-foods)

[choosemyplate.gov/eathealthy/WhatIsMyPlate](https://www.choosemyplate.gov/eathealthy/whatismyplate)

Fast Facts

- A food grouping system is a tool that simplifies detailed dietary recommendations. Each food group offers unique benefits that the other groups may not provide.
- The 5 food groups:
 - Dairy** provides a significant source of calcium and vitamin D, which develop strong bones and teeth. The Dairy group includes milk, yogurt, and cheese.
 - Vegetables** are a source of vitamin A and potassium, which promote healthy skin and eyes. Vegetables are the leaves, stems, roots, or flowers of a plant. Examples include spinach (leaf), asparagus (stem), potato (root), and artichoke (flower). Vegetables come in many forms: fresh, frozen, dried, and canned.
 - Fruits** are a key source of vitamin C and potassium, which help promote healing of wounds. Fruits can grow on trees, vines, and bushes and taste sweet. Fruits come in many forms: fresh, frozen, dried, and canned.
 - Grains** are a key source of B-vitamins, which provide the body with energy. Whole grains like whole-wheat bread and oatmeal provide more health benefits like fiber, which keeps the body feeling full longer.
 - Protein** helps build strong muscles. Chicken, fish, eggs, beans, and nuts are examples of protein sources.
- USDA's MyPlate icon is a visual symbol of the Dietary Guidelines for Americans to help remind people to build healthy eating patterns across all food groups.





Vocabulary

Variety – many different types of food

Choice – something that a person decides to do, say, or eat

MyPlate – a helpful tool to guide food choices from the 5 food groups

Brain Break

Activity:

Banana Banana

Meatball

Explain that besides learning about healthy eating habits, students will often take time during class for brain breaks to energize their minds and exercise their bodies.

Ask students to stand up, sing, and dance along to this song from GoNoodle at bit.ly/KBBL2.

Activity 1: Food Art Collage

CA CCSS FOR ELA/LITERACY RI.K.7, SL.K.1, SL.K.6, HEALTH K.1.1.N

Introduction

Using the friend posters created in Lesson 1, students will classify foods onto the correct poster, creating food-group posters for future activities. While they sort through a **variety** of food pictures, students will be encouraged to identify foods and share personal food behaviors within their small table groups.

Materials Needed

- Magazines (collected from home), grocery store ads, printed food pictures from HealthyEating.org/FoodPictures
- Friend posters—use posters created in Lesson 1, Activity 2
- Set of food-group labels (Dairy, Vegetables, Fruits, Grains, Protein) for each table group
- Student scissors
- Glue sticks
- Student workbook pg. 7: **Food Groups** chart (for reference)

Activity Summary

Working at 5 stations, students look through pictures from magazines or other resources and cut out pictures of a variety of foods. Students analyze and separate food pictures into 5 food-group piles by using the **MyPlate** icon as a reference. They learn that foods from the food groups provide unique health benefits. Lastly, they stick the pictures onto the correct food-group poster.



Instructional Sequence

Group students into 5 table groups or use already existing groups.

Tell students that they will look through magazines for pictures of foods that they enjoy eating. (Depending on group size and amount of material for exploration, decide on a set time for cutting out pictures.)

Distribute food-group labels so each table group has Dairy, Vegetables, Fruits, Grains, and Protein.

Explain to students as they cut out the pictures that they should discuss and sort foods into food groups. **Circulate** and help them find pictures for each group.

Share information about the health benefits or types of food in each group while they sort pictures. Refer to the **Fast Facts** for this information. (Alternatively, you can share these facts at the end of the activity.)

Hand out 1 friend poster from Lesson 1, Activity 2, to each table.

Collect sorted food pictures from each group. **Redistribute** the pictures so that each table has pictures for their food group to use for their collage.

Tell students that as a group they will design a collage, which is a picture made of various pictures, by gluing the food pictures to their food-group poster. **Remind** them that their collage will not have space between pictures. However, they should be careful not to cover up the friend and the sentence bubble.

Have students share their posters with the class and point out all the different foods on their poster. **Ask** students to share their food behaviors (favorite food, traditional foods, etc.) with their table group or as a class.

Hang the posters in the classroom and use them as a reference throughout the following lessons.

Teacher Suggestion

This activity can be done over 2 sessions, 1 session to find and cut pictures and a second session to glue and present the posters to the class.

Activity 2: Class Food Fair!

CA CCSS FOR ELA/LITERACY W.K.7, W.K.8, SL.K.1

Introduction

Students will learn about foods from the food groups and sample them. They will understand that the food sampled from a food group is a healthy **choice**. Students will comment on how they felt about the different or new foods.



Food-Group Explorers

Materials Needed

- Student workbook pg. 8: **Class Food Fair!**
- Posters from the previous lesson (for reference)
- Paper plates, napkins
- Food stations, 1 for each food group. Each station will have 1 sample food from that food group, try offering foods like:
 - Dairy:** string cheese, Greek yogurt, cottage cheese, kefir, yogurt drink
 - Vegetables:** cauliflower or broccoli florets, baby carrots, cucumber slices
 - Fruits:** kiwi, mango, pineapple, any fruit in season
 - Grains:** whole-grain crackers, popcorn, granola
 - Protein:** sliced turkey, canned black beans, sunflower seeds (shelled), hard-boiled eggs

Activity Summary

Students sample 1 food from each food group at food stations. Students use their tally sheet in the student workbook to mark their favorite tastes. As an extension activity, you can graph the results.

Teacher Suggestions

Before beginning a food activity, ask parents about any food allergies.

A classroom volunteer or aide is needed for this activity.

Build a relationship with your school or district foodservice department. Ask for help in procuring the food samples for your class or hosting this tasting activity with you in the cafeteria during off hours.

Instructional Sequence

Have all students wash their hands with soap and water before this activity.

Tell students that they are going to have a food fair in the classroom (or cafeteria). It is a time to try new tastes and enjoy foods they may already have tasted at home. **Remind** students to stay positive and refrain from announcing dislikes aloud.

Group the class into 5 groups or use existing table groups.

Explain that they will have a few minutes at each sample station to taste the food sample for that food group. They should talk about what they like about the food and how it makes them feel when eating it.

Start the food sampling by allowing each group to try foods from a different sample station. **Rotate** the groups every few minutes. Make sure the students mark their preferences.


Have students fill in their responses for the prompt and question on pg. 8 of their workbook.



Instructional Sequence

Continued

At the end of the activity, **write** the names of the foods sampled on the board and then **tally** students' preferences by "I liked this a lot," "I liked this a little," or "Not today, maybe next time."

 **Have** students brainstorm together about what they liked about the foods sampled and where they could eat these foods during the day. For example, would they eat it for breakfast or dinner, for lunch or as a snack? **Discuss** all the different times and places where they eat throughout their day. **Encourage** students to share their food experiences with their families at home.

Activity 3: My Favorite Foods

CA CCSS FOR ELA/LITERACY SL.K.1, SL.K.6

Introduction

By sharing opinions and describing foods they like, students learn to express themselves. Through a group game, students practice classification and learn about their classmates' opinions.

Materials Needed

- Ball or beanbag—any size
- Food-group poster collages from Lesson 2, Activity 1
- Student workbook pg. 7: **Food Groups** or [HealthyEating.org/FoodGroupsChart](https://www.healthyeating.org/FoodGroupsChart)

Activity Summary

Students will play a game in which they express opinions of their favorite foods and classify those foods into groups.

Instructional Sequence

Tell students to stand in a circle in the middle of the room and march in place.

Explain that they will share their favorite foods from each food group while passing the ball. **Show** them that the food-group posters and the Food Groups chart on pg. 7 of their student workbook can help them if they are stuck.

Model the game. **Say:** We will start with the Dairy group. I will say my favorite food in the Dairy group using a complete sentence as I roll or pass the ball to another student. "My favorite food in the Dairy group is cheddar cheese because it is delicious!" When you receive the ball, say what your favorite Dairy food is and why. (Encourage creativity!)




Food-Group Explorers

Instructional Sequence

Continued

Tell students they can repeat foods but encourage descriptive words that tell why they like the food.

Continue on to the next food group so that every student has a chance to share and all food groups are covered.

 **Revisit** the essential question: How and why do you group food? **Ask** students to think about the food groups and what they learned about the foods in each group. **Have** students pair-share their learning with a partner.

Family Connection—Our Favorite Foods

CA CCSS FOR ELA/LITERACY W.K.8, SL.K.1, SL.K.6

Guide students to tear out the Lesson 2 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder) to send to families through your regular communication channels.



Overview

Essential Question

Where do foods come from?

Learning Objectives

- Understand that foods come from a farm.
- Recognize that food travels from farm to them.

Fast Facts

- Food literacy includes knowledge and skills around food (how it is grown, how to prepare it, and how it impacts the body).
- Many children and families are disconnected from the sources of their food. By exploring the journey of food, children can build an appreciation for the value of food and may be more likely to eat healthy food.
- California is the nation's top agricultural state. Five of the leading commodities in the state are cheese, artichokes, grapes, rice, and almonds. (Each represents a different food group.)
- Farm to School programs increase food literacy by integrating local agriculture and nutrition into facets of the school: the classroom, school gardens, the cafeteria, and the broader community.

(Source: Community Alliance with Family Farmers at caff.org/farm-to-cafeteria)

Teacher Suggestion

Mobile Dairy Classroom is a Farm to School experience. View virtual field trips or see if the assembly is available in your area at HealthyEating.org/MDC.

Vocabulary

Farm - place where people grow food and raise animals

Farmer - a person who makes a living raising animals or food crops

Market - a place where food is sold

Brain Break Activity: Old MacDonald Had a Farm

Explain that besides learning about healthy eating habits, students will often take time during class for brain breaks to energize their minds and exercise their bodies.

Ask students to stand up, sing, and dance along to this song from Super Simple Songs at bit.ly/35TAu5j (1:17).



Activity 1: Foods From the Farm

CA CCSS FOR ELA/LITERACY SL.K.3

Introduction

During this activity, students ponder the following questions:

- What is a **farm**?
- Who works on a farm?
- What is grown or lives on a farm?
- Have they visited a farm? What did they see?

Then students spend time playing a familiar game of concentration, trying to match a food to its origin—the point where it is raised, grown, or harvested.

Materials Needed

- Student workbook pgs. 9-12: **Foods From the Farm**
- Plastic zip bags or paper clips
- Student scissors

Activity Summary

Students cut out the 8 photo blocks from each of 2 sheets to create their own card game of concentration. One sheet will have the food as they see it right before it is eaten. The other sheet will have a picture of the food's origin. Each student will have a copy of each pair of pictures. Students shuffle their cards and play the matching game with a desk partner or alone. Cards can then be taken home with the Family Connection activity.

Instructional Sequence

Instruct students to tear out pgs. 9 and 11, **Foods From the Farm**, in their student workbooks. **Review** what they see in the pictures.

Guide them to cut out the 8 blocks on each page.

Explain that they are going to learn about the origin of food—where food is grown.

Explain that the food they see on their plates may look different from what it looked like when it was grown, harvested, and prepared for their meal. In this game, they will try to match the food to its origin or beginning. Students will begin to understand that exploring where food comes from is important for their understanding of where they get healthy food.

Tell students that, using the picture cards, they will make pairs by matching each food to where it comes from. **Have** students shuffle their cards and place them picture-side down.

Instruct students to play a game of concentration alone or with a partner, taking turns turning over 2 cards to make a pair. If the cards that are turned over don't go together, they are turned picture-side down and play continues until all pairs are matched.

You can **play** a game on the board to validate answers to the concentration game.

**Instructional Sequence**

Continued

Concentration Game Answer Key:

Milk from a cow (glass of milk + dairy cow in field)

Carrot from under the soil (carrot slices + carrot in the ground with top showing)

Red pepper from a plant (red peppers + red pepper plant in home garden)

Lettuce from a plant (head of lettuce + lettuce in garden)

Bread from grain (loaf of bread + grains in the field)

Apple from a tree (apples + apple tree with fruit)

Egg from a chicken (scrambled eggs + chickens in a field)

Almond from a tree (bowl of mixed nuts + almond on a tree)

Use the last 5 minutes to gather as a group and ask students what they know about foods and where foods come from. **Write** their answers and questions on the board, share the list with families after doing Activity 3.

At the end of the activity, **have** students place their cut out cards into a baggie (or paper clipped together) labeled with their name to send home.

Activity 2: Farm to You

CA CCSS FOR ELA/LITERACY SL.K.2, SL.K.3

Introduction

By answering the question “Where do foods come from?” students explore the journey of food and begin to understand the various roles that many people have in delivering food from farm to them (at home, the market, or the cafeteria).

Materials Needed

- *Journey of Milk* video from Dairy MAX at bit.ly/3fxc1lv (4:09)
- Student workbook pg. 13

Activity Summary

Using the know-wonder-learned strategy, students think about where food comes from. As a class, students watch the video, learn, and follow the sequence of the journey of milk in the food system.

Instructional Sequence

Write on the board: “How does food get to the market?” Below that, **create** a know-wonder-learned chart to help organize information using 3 categories: What I Know, What I Wonder, and What I Learned.

Ask students what they know about how food goes from the farm to their table. (Take notes on the board.)



Instructional Sequence

Continued

List on the board any ideas the students wonder about when they think of how food gets to the market.

Show the *Journey of Milk* video.

Ask: How does milk travel from farm to you? **Guide** students to pg. 13 of their workbooks and review the sequence with them.

Add to the list under What I Learned any ideas students have learned after reviewing their workbook and watching the video.

Teacher Suggestions

Explore additional ways to bring Farm to School activities to your classroom:

- Watch the *On the Farm* video by abcteach at bit.ly/30SagkV (3:56).
- Look up farmers markets in your local area at farmersmarketonline.com/fm/California.htm. Share the list with families and encourage possible outings to support your nutrition education in the classroom.
- Consider requesting grants to supplement your classroom nutrition education with a school garden.
- Your local community may provide experiences for students to observe and interact with the people who produce, process, and transport food. Consider inviting a guest presenter like a farmer, producer, or garden expert to share with your class.
- Explore resources from the California Foundation for Agriculture in the Classroom at LearnAboutAg.org.

Activity 3: Classroom Farming

CA CCSS FOR ELA/LITERACY W.K.5, W.K.8, SL.K.1, SL.K.3

Introduction

Students discover how food grows by planting a seed and observing it sprout into a plant. They can experience what it is like to care for a plant and be a **farmer**.

**Materials Needed**

- Student workbook pg. 14: **Classroom Farming**
- Paper
- Large clear plastic cups (you can recycle used food containers), 1 cup for each group of 3 students
- Paper towels
- Bottles for watering
- Seeds (large seeds such as peas, beans, or sunflower seeds)
- Potting soil

Activity Summary

Students plant and watch a seed germinate. The seeds listed above grow within a week. Students can watch daily to see their seeds sprout. Seedlings can be transported home or put into the school garden.

Teacher Suggestion

For quicker germination results, pre-soak seeds for 24 hours (not beyond as they will get moldy).

Instructional Sequence

Create a know-wonder-learned chart to help organize information using 3 categories: What I Know, What I Wonder, and What I Learned.

Ask students the following questions and write their answers on the board or on a poster.

What do you know about growing food? What do seeds need to grow? (For example: water, sun, a container.)

What do you wonder? Refer to workbook pg. 14 to discuss the following:

- Where do I get the seeds?
- What kind of seeds should I get?
- How do I plant the seeds?
- How big will the plants grow?
- How long will it take?
- How will the plants taste?
- How will I know when to eat the plants?

Set aside the chart and plan to revisit it in a couple of weeks, after students' seedlings sprout.

Put students in groups of 3, each with 1 cup and 4 to 5 seeds. (Alternatively, you may choose to do 1 cup as a class.)

Have students add 1 loosely folded paper towel to their cup.



Instructional Sequence

Continued

Instruct students to pour water (water bottles work well for this) to wet towels but not flood the jar. If there is standing water, carefully pour it out.

Have students carefully push seeds down into the wet paper towel so the seeds are firm between the sides of the cup and the towel, making them visible as they sprout.

After the seeds germinate (in approximately 1 week), **have** students take home their seedlings or, if doing activity as a whole class, transplant seedlings in school garden beds if available.

Over the next 2 weeks, the class can document the growth of their seeds in a few ways:

1. Students can measure the plants with rulers each day in the morning and again before going home (adding a math component).
2. If the class has access to an iPad or class camera, students can take pictures and create a photo documentary of the plants' growth.
3. Students can draw observations in a journal.

After 2 weeks, **have** a class discussion to complete the know-wonder-learned chart with students' observations. **Ask** the following questions and use the chart to record what the students learned:

- Did you notice a root pop out of the side of the seed?
- Did you see a root push down as if the towels were soil?
- Did you notice little white things that look like roots (root hairs)?
- What did you feel while you were caring for this plant?
- How fast did the seed grow?

Have students write what they learned in their workbook, pg. 14.

Teacher Suggestion

For reference in this lesson, visit *Seed Germination Experiment for Kids!* at bit.ly/2AM93kz.

Family Connection—Where Does Food Come From?

CA CCSS FOR ELA/LITERACY W.K.8, SL.K.1

Guide students to tear out the Lesson 3 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at HealthyEating.org/Kinder to send to families through your regular communication channels.



Overview

Essential Question

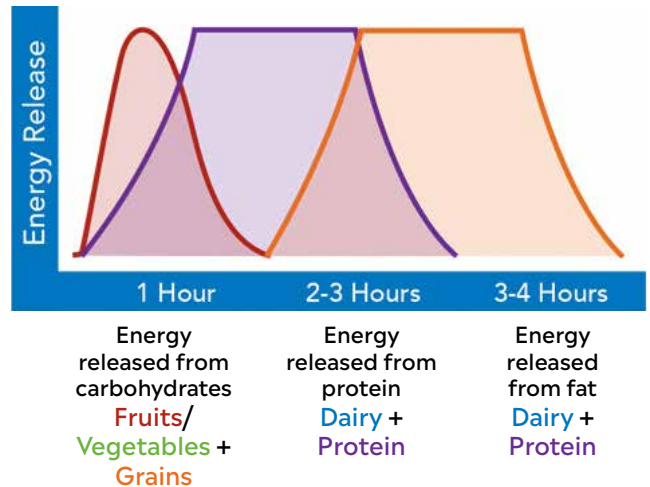
Why is it important to have breakfast each day?

Learning Objectives

- Describe why breakfast is a healthy start to the day.
- Name a variety of healthy breakfast foods.

Fast Facts

- Children need breakfast every day to support their energy and nutrient needs. *What they eat matters.*
- Skipping breakfast is associated with decreased cognitive performance; lower diet quality; and low intakes of fiber, folate, iron, and calcium.
- Breakfast is not limited to traditional food options. Discuss the variety of foods that can be eaten in the morning, like leftovers from dinner.
- This lesson uses a “3 out of 5” breakfast model. This model is ideal for sustained energy and attention, as the graph shows. If you need to modify this, build a foundation to this concept by teaching any “3 out of 5,” where children can learn the concept of combining foods.
- Consider connecting families to the School Breakfast Program, available at most schools as an option for those students who otherwise go without breakfast due to busy schedules or an inability to provide balanced meals. Access the MyPlate Guide to School Breakfast at bit.ly/MyPlateBreakfast.
- For more information on breakfast, visit HealthyEating.org/Primer.



Vocabulary

Breakfast - the first meal of the day

Meal - the food eaten at regular times in the day

Brain Break Activity: Freeze Dance

Explain that besides learning about healthy eating habits, students will often take time during class for brain breaks to energize their minds and exercise their bodies.

Ask students to stand up, sing, and dance along to the *Freeze Dance* video on YouTube at bit.ly/2TIX8Rw (3:53).



Activity 1: Power Up Your Breakfast

CA CCSS FOR ELA/LITERACY W.K.8, SL.K.1, SL.K.4, SL.K.6, HEALTH K.1.4.N

Introduction

Celebrate **breakfast**! Students remember and share what they ate for breakfast, their first **meal** in the morning. They reflect on how eating breakfast every morning gives them energy. Students learn to appreciate that there are many healthy food choices for breakfast.

Materials Needed

- Ball or beanbag to toss
- Crayons
- Student workbook pg. 15: **Power Up Your Breakfast**
- Student workbook pg. 7: **Food Groups** and food-group posters

Teacher Suggestion

Use the food-group posters that students created during Lessons 1 and 2.

Activity Summary

Students say foods they had for breakfast or, if they did not eat that morning, breakfast foods they like, while tossing a ball around a circle. This movement brainstorm gets them out of their seats and active. After naming foods, they learn why eating a healthy breakfast is important for their minds and bodies. Students use food-group posters and brainstorming to draw their favorite breakfast in their workbooks.

Instructional Sequence

Explain, while students stand in a circle, that they are going to talk about the importance of breakfast.

Say: I will toss or roll the ball to a student. That student says a food they had for breakfast, or food they like to have in the morning if they did not eat breakfast.

Pass the ball. **Write** the food on the board.

Have the student pass the ball to another student. Continue to note the foods named and ball toss until all students have had the opportunity to participate.

After the activity, **ask** students why they like to eat breakfast. (Let students think about this. Possible answers: They are hungry when they wake up. They like to have breakfast before getting ready for school. They like the foods they eat for breakfast.)

Use the following questions to guide the discussion:

- How does breakfast make you feel in the morning?
- Where do you eat in the morning?
- Do you eat with other people?



Instructional Sequence

Continued

Encourage students to look at the food list on the board and explore the many different ways that they start their day. (Emphasize that no way is “right.” They all have different experiences to share.)

Ask students what happens when a car runs out of gas. (It will not go.)

Say: Your bodies do not run very well when you do not eat breakfast. The gas in the car is fuel, just as food is your fuel. You need fuel to give you energy to learn, play, and grow. **Ask:** What is your fuel in the morning? (Encourage students to jump and shout “Healthy Food!”)

Explain that a balanced breakfast includes at least 3 food groups.

Instruct students to draw their favorite breakfast on pg. 15 in their workbooks. They can use workbook pg. 7 or the food-group posters as a guide. (Note: You can encourage a balanced breakfast with at least 3 food groups. An example is shown at the top of the workbook activity.)

 **Have** students pair-share their pictures and explain their breakfasts with a partner.

Activity 2: Graphing Breakfast Foods

CA CCSS FOR ELA/LITERACY W.K.7, SL.K.1, SL.K.4

Introduction Through math, students listen and appreciate others’ opinions about their likes and dislikes of different foods.

Teacher Suggestion Watch an example of a food graphing activity, *Milk Math*, by Dairy Council of California at bit.ly/MilkMath (2:57).

Materials Needed

- Box of food picture cards (included in teaching materials) or printed pictures from HealthyEating.org/FoodPictures
- Display board or butcher paper

Activity Summary Students view food pictures of different breakfast foods and raise their hands if they like (or have eaten) the foods. Their responses are graphed during the discussion.



Instructional Sequence

Choose a typical breakfast food from each of the 5 food groups.

Stick the 5 food pictures on the board, leaving room below for a graph.


Ask students to name the 5 foods aloud and remind them which food group each is in.

Ask students to raise their hands if they have eaten and liked the first food. Count aloud the number of students who respond and graph that number on the board. Repeat for the other 4 food cards.

Discuss with students the differences in the graphs—greater, fewer.

Discuss what other foods can be eaten for breakfast, focusing on cultural foods and variety to increase openness to new foods.

Encourage students to try new foods for breakfast, and report their experience to the class!

 **Revisit** the essential question: Why is it important to have breakfast each day? Ask students to think about what they learned about breakfast, how they feel when they eat breakfast. Have students pair-share their learning with a partner.

Family Connection—Learn, Play, and Grow With Breakfast

CA CCSS FOR ELA/LITERACY W.K.8, SL.K.1, HEALTH K.7.2.N

Guide students to tear out the Lesson 4 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder) to send to families through your regular communication channels.



Overview

Essential Question

How do you choose foods to eat?

Learning Objectives

- Recognize that foods from the food groups make up a healthy eating pattern.
- Identify how they can help with shopping, meals, and cleanup at home.
- Recognize that foods from the food groups taste good and that they can use all senses to explore foods.

Fast Facts

- Healthy eating habits are built on a pattern of daily nutritious and wholesome food and beverage choices.
- Everything children and adults eat and drink matters—foods from all the food groups work together to form the foundation of healthy eating patterns and lifelong health.
- Healthy food choices are more likely to become a habit if they allow for an individual's preference, culture, tradition, and budget.
- When given age-appropriate tasks to help with meals at home, children gain confidence and food literacy skills.

Vocabulary

Habit - a daily practice (like brushing your teeth, eating fruits and vegetables, and drinking water)

Senses - a person experiences something (like food) with eyes, ears, nose, mouth, and hands

Explore - to research or learn about something new (like new foods)

Brain Break Activity: Shake It

Explain that besides learning about healthy eating habits, students will often take time during class for brain breaks to energize their minds and exercise their bodies.

Have students remain seated and raise their hands in the air. Have them start by shaking their right hand 10 times, left hand 10 times, left foot 10 times and right foot 10 times. Repeat, counting down the number of shakes from 9 to 1. Speed up or slow down the counting to keep it interesting.

(Adapted from Fuel Up to Play 60 In-Class Physical Activity Breaks at bit.ly/classbreaks)



Activity 1: Exploring Foods A to Z

CA CCSS FOR ELA/LITERACY RF.K.2, SL.K.1

Introduction

Learning the alphabet is a kindergarten pursuit. Using the alphabet, students work collaboratively to name foods that begin with each letter of the alphabet. The added challenge will be to determine what food group each alphabet food fits into.

Materials Needed

- Box of food picture cards (included in teaching materials) or printed pictures from HealthyEating.org/FoodPictures
- Food lists found at eatingatoz.com/category/days/a or theproblemsite.com/alphabet-lists/food/foods
- Display board or large butcher paper and tape
- Color markers: **blue**, **green**, **red**, **orange**, and **purple**

Activity Summary

During a whole-class activity, students find foods that begin with each letter of the alphabet and classify them into food groups. Then, through discussion and polling, students recognize which foods they and their classmates have eaten.

Instructional Sequence

Tell students that trying new foods and eating a variety of foods will lead to developing healthy eating patterns.

Say: A healthy eating pattern focuses on looking for choices that support your health and development.

Explain that during this activity, the class will work collaboratively to explore a great variety of foods, listing at least 1 choice for every letter of the alphabet.

Remind students that they are always learning and growing.

Display alphabet letters to class.

Say the letters aloud and ask the students to join in as you recite them.

Say: Let us start with the letter A. What foods have you had that start with the “a” sound? (Examples: apples, apricots, asparagus.)

Before moving onto the letter B, **ask** students what food group the A foods are in then circle each food with the appropriate food-group color.

Ask students to raise their hand if they have had the food represented by the letter. Note how many students have had each food on the board.

Try to get through as many letters of the alphabet as possible and to name a variety of foods in every group.

Save the list of alphabet foods to use with Activity 3.

**Instructional Sequence**

Continued

Extension Activity: Use the A to Z foods to set a class challenge to try a new food for a snack or lunch every Monday (or any day of the week). Share the idea with families and remind students of their goal to try new healthy foods every week.

Activity 2: I Can Help!

CA CCSS FOR ELA/LITERACY W.K.8, SL.K.1, SL.K.4, HEALTH K.7.3.N

Introduction

Children feel empowered in their eating choices when they can play a role in food preparation at home. In this activity, students explore the ways they can be a helper during meal and snack times.

Materials Needed

- Student workbook pg. 16: **I Can Help!**

Activity Summary

Brainstorm activities that include helping families shop, plan, prepare, cook, and clean up. Students reflect on what jobs they could assist with, work on setting goals, and make intentions to follow up on goals they create.

Instructional Sequence

Remind students what they learned about the journey of food in Lesson 3. Food travels on a journey before they eat it.

Say: Today we are going to talk about how you can be helpers at meal and snack times.

Explore the following jobs with students by brainstorming ideas for each job category. Examples include:

- **At the Store:** Counting and bagging fruits and vegetables, helping to make a grocery list, crossing things off the list.
- **Meal Preparation:** Setting the table, washing produce, cutting soft fruits and vegetables with a plastic knife.
- **Cleanup:** Clearing the table, drying the dishes, putting items away (such as putting milk back in the refrigerator or crackers back in the cupboard).

Ask students to share what they do or how they would like to help at home. **Focus** on activities that help with food shopping, planning and preparing meals, and cleaning up.

Ask students if they have older siblings at home and what kinds of jobs they notice siblings performing.

Tell students that they are going to set a goal to help with meals at home.

**Instructional Sequence**

Continued

Discuss:

- How does it feel when they help their parents or brothers and sisters?
- What tasks in the kitchen would they like to do?
- What tasks look fun?
- How can they help in the kitchen to clean up?

Ask them to open their student workbook to pg. 16. **Review** the ways they can be helpers. **Guide** them to complete the writing prompts at the bottom of the page.

Circle back to the essential question: How do they choose foods to eat? **Help** students connect that helping with meals gives them a chance to choose foods for themselves or talk about foods with their families. **Explain** how and encourage students to ask family members for healthy food options for snacks and meals.

Activity 3: A to Z Tasting

CA CCSS FOR ELA/LITERACY W.K.8, HEALTH K.1.6.G

Introduction

As an extension of Activity 1, the class tastes various foods from the A to Z list. Students explore new foods through positive food experiences and by using their senses. Exposure and familiarity to healthy foods increases the likelihood that children will eat those foods.

Materials Needed

- Food stations (choose up to 5 foods to try from the list created in Activity 1)
- A to Z food list
- Student workbook pg. 17: **A to Z Tasting**
- Paper plates and napkins

Activity Summary

Through stations of different foods (or by food group), students see, taste, touch, smell, and listen to the foods before them. Then they reflect and discuss.

Teacher Suggestions

Before beginning a food activity, ask parents about any food allergies.

A classroom volunteer or aide is needed for this activity.

Build a relationship with your school or district foodservice department. Ask for help in procuring the food samples for your class or hosting this tasting activity with you in the cafeteria during off hours.

Throughout the year, share family traditions and cultural heritage through stories or sharing of food in the classroom.



Instructional Sequence

Review pg. 17 of the student workbooks and help students write in the names of the foods they will be tasting today. **Explain** that they will mark a box to note if they liked the food, and they will describe it using their senses.

Introduce the food tasting stations.

Say:

- When going to a station, look at the food's color and guess what it will feel like before you touch it.
- When you pick up the food to taste, give it a sniff and see if it reminds you of anything.
- Take a tiny taste with the tip of your tongue. Slowly put the food in your mouth and chew slowly and thoughtfully. Think about what it feels like in your mouth.
- Think about if you would eat this food for breakfast, lunch, dinner, or as a snack.

During the tasting, **tell** students to write down notes about their experiences in their student workbook.

Guide students to complete the prompt at the bottom of their workbook page.

Family Connection—Be a Healthy Role Model

CA CCSS FOR HEALTH K.7.3.N,

Guide students to tear out the Lesson 5 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/Kinder](https://www.healthyeating.org/kinder) to send to families through your regular communication channels.

Going Deeper

Reading

A list of books that allow for further discussion and exploration of foods

A Tale of Two Brothers: A Rhyming Story About Making Healthy Choices

by Brittany Andrejcin (Author), Tay Odynski (Illustrator)

A rhyming story about 2 brothers and their eating habits.

Teacher Suggestion: For emerging readers, rhyming books are a great way to introduce literature. Combined with a message of healthy eating, the students will enjoy this story. After reading, discuss with students how food can affect their mood and energy.

Secrets of the Garden: Food Chains and the Food Web in Our Backyard

by Kathleen Weidner Zoehfeld (Author), Priscilla Lamont (Illustrator)

Alice's family plants a vegetable garden each spring, and this budding naturalist reports all she sees about how the plants grow, what insects come to eat the plants, and what birds and animals come to eat the insects. It's the food chain, right in her own backyard!

Teacher Suggestion: A garden is a science lab in itself. Understanding the cycle of gardening using an engaging story of observation and coupled with informative facts, this read-aloud book teaches us about an ecosystem right in the backyard or school garden.

Cafeteria Connection: Field Trip and Interview with Foodservice

Take students to visit the cafeteria and interview foodservice staff. Tour the kitchen with the foodservice staff and help students ask the following questions:

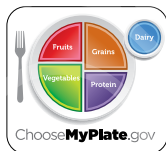
- Who tells you what to cook?
- How do you know how much to buy?
- Where do you buy the food students eat?
- What is your favorite meal to prepare?

Children will have more imaginative questions. Encourage them get to know the cafeteria staff.

Group Project: Soil Lab

Bring a bucket of compost from a volunteer's yard or your school garden into the classroom to do an observation on all the living things in soil. Emphasize that plants need soil that is "alive" for food to grow. Place butcher paper on a table and spread compost on top. Students use plastic spoons and magnifying lenses (available in science kits or order on Amazon) to observe the different components of the soil. You can list what they found on the board, or students can draw pictures of what they observe in science journals.

(Source: gosciencekids.com/dirt-backyard-science-experiment)



For more information and additional resources, visit HealthyEating.org.

This resource aligns with the Dietary Guidelines for Americans. The collection of Let's Eat Healthy educational resources are brought to you by Dairy Council of California to elevate the health of children and families.

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