

TIES 2003

Teachers in Industry for Educational Support

Let's Eat!

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Table of Contents

	<u>Page</u>
Curriculum Unit Overview - narrative	#3
Summary Chart	#4
Section One Science	#5
Section Two Mathematics	#10
Section Three Language Arts	#14
Transfer Activity Class Picnic	#18
Appendix (include handouts, worksheets, data sheets, references, relevant websites, books, articles, or organizations that may serve as student or teacher sources of information or materials)	#19

Let's Eat! Curriculum Unit Overview

Summary

Nutrition is an important life skill—as important as reading or math. What your students eat (or don't eat) can affect their health, growth, and ability to learn. Food is the fuel people use to run their bodies. It's important for your students to eat proper foods so that they can grow and have enough energy to work and play. Students need to learn how to make healthy food choices—a skill that they'll use the rest of their lives.

The authentic learning activities in this curriculum unit are appropriate for students in first through third grade classrooms. This curriculum is designed so every learner can understand basic nutrition concepts, master simple meal planning skills, and experience success.

This curriculum unit is designed to enhance and support programs like Pyramid Café and Pyramid Explorations offered free to classroom teachers through the National Dairy Council. Other materials offered from the Dairy Council include: Eat the Five Food Group Way, Food Models, and Milk From Cow to You. To obtain more information, call 1-800-426-8271 for the Dairy Council nearest you.

This curriculum unit makes a direct connection with our TIES work experience at Childcare Works Ohio and the Children's Hunger Alliance. Children's Hunger Alliance is working to eliminate the cycle of childhood hunger. The agency combines education, advocacy and meal distribution to provide physical and intellectual nourishment to more than 10,000 hungry Ohio children every day. The pairing of food and education dramatically improves the opportunity for each child to grow into a productive, healthy and contributing adult.

This curriculum unit could span one to two weeks in length. This unit could continue as long as the teacher feels it is beneficial or worthwhile.

Big Picture

In today's world children are very selective when it comes to food. It is very hard to get children to make healthy food choices and to try new things. In this activity the children will be challenged to try new foods and express how they feel about them.

Hook activity: Give Em' a Taste

Subject: Science

Materials: a variety of foods from all five food groups, little cups, two poster boards, markers

Procedure:

1. Set up little sample cups of a variety of foods from each of the five food groups.

2. Talk with your students about the foods they like and dislike. Ask your students if they like to try new or different foods. Talk about what they would do if they were served a food they didn't like.
3. Then let them share their tastes in food by playing this game. Say: "Today we are going to play a little game. We will be tasting different kinds of foods. On one side of the classroom there is a sign that says "Love 'Em Lucy." On the other side of the classroom there is a sign that says "Hate 'Em Harry."
4. Now have the children taste each food, one at a time, and decide if they love, hate or are neutral about the food. Have the children who really love the food stand close to Love 'Em Lucy, the children who really hate the food stand close to Hate 'Em Harry and the children who neither love the food nor hate it stand somewhere in between.
5. Repeat this activity as many times as you chose and then reflect on the experience.

Preparation for the Unit

Work with grade-level colleagues to:

- Identify a timeline for the curriculum unit and coordinate learning activities
- Visit nutrition websites online and mark favorites for classroom use
- Locate and gather nutrition resource materials (e.g., books, posters, maps, etc.)
- Locate and gather learning activity materials
- Determine and schedule guest speakers (e.g., chef from a restaurant, farmer, registered dietitian, your school nurse, your school cook, your cafeteria manager)
- Determine field trip possibilities and schedule (e.g., cooking supply shop, food canning or bottling plant, fruit orchard or produce farm, grocery or natural food store, restaurant, your school kitchen)

Overview

This is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

Let's Eat! Curriculum Unit Summary

Science	Mathematics	Language Arts
ALT 1 – Food Sort Students will sort and classify foods into food groups.	ALT 2 – Build the Food Pyramid Students will build a food pyramid.	ALT 5 – Food Diary Students will keep track of what they eat. They will evaluate what they eat and compare it to the food pyramid guidelines.
ALT 4 – Healthy Platter Students will plan a nutritious, balanced meal.	ALT 3 – Favorite Food Graph Students will graph their favorite foods.	ALT 6 – Foods of the World Students will learn about foods people in different cultures eat.

Transfer or Culminating Activity

Students will celebrate the end of the curriculum unit with a class picnic. Students will take a class nature hike on the playground or to a nearby park. They will pack a nutritious picnic with all the food groups represented, such as turkey and cheese sandwiches on wheat bread, carrot sticks, and apple juice.

Section One: Science**ALT One: Food Sort****Summary**

Students will sort a series of food pictures into six food groups. Sorting pictures and objects into groups helps us learn more about them.

Competencies

The students will be able to:

1. Classify foods by sorting them according to the food groups in which they belong.
2. Work cooperatively with a group.

Time

45 minutes

Materials

- Food pictures from magazines and grocery store ads
- Miscellaneous empty food cartons, containers, and packaging
- Paper food labels from cans
- 6 brown paper grocery bags (large) with food group labels for each small group of students
- Science notebook or writing paper

Instructions

1. Have students bring in a variety of food pictures, food labels, and empty food containers. Ask them to bring in plastic and cardboard food containers. Glass or cans with jagged edges should be left at home. To ensure that all groups of foods are represented, add to the children's food collections.
2. Label grocery bags, one for each of the six food groups, for each small group of students.

3. Provide each small group with six labeled grocery bags and a variety of food pictures, labels, and containers.
4. Tell students that in this lesson they will learn about ways to group things. Write the word *sort* on the chalkboard and ask a volunteer to read it aloud. Have students name other words that have a meaning that is almost the same as the word sort (group, place together). Ask students to tell about things they sort at home or in school. Ask students to recall times when they have watched someone else sort things. Talk about how the things in each group are alike.
5. Tell students that to sort means to place together things that are alike.
6. Ask the students to work together to sort the food materials into the food group bags. Move among the student groups as they sort. Ask students to show you how they made their groups. If students have difficulty, ask questions such as the following: What kind of food does this picture show? Find another food that is like it. How are they alike? Can you show me two more foods that are alike?
7. To provide further help, write these steps on the chalkboard for the students:

Helping Yourself

- **Look** at one thing.
 - **Find** another thing that is like it.
 - **Tell** how the two things are alike.
 - **Name** the group that includes the two things.
 - **Find** all the things that are like these and place them together in the group.
8. Have students review the steps involved in sorting. Ask students: How can knowing how to sort things into groups be helpful? (It can help you put things in the right place. Things are easier to find and remember.) Ask them to think of other foods to add to these groups. Have them tell why they think they belong.
 9. Ask volunteers to share with the class how they sorted the food materials.
 10. Have the students draw a picture and write about the foods they placed in each group in their science journals or on writing paper. Challenge them to name an additional food for each food group.

Evaluation/Assessment of Student's Competency

Evaluation will be based on the student's ability to classify foods by sorting them according to the food groups in which they belong and to work cooperatively with a group.

Closure

Ask the students if they think their bodies need more of a certain type of food in order to be healthy. Ask the students why eating foods from all the food groups is important. (A variety of foods help a person grow, and develop and maintain good health.) Tell the students that in the next lesson they will learn about the food pyramid. The food pyramid categorizes foods according to the food groups in which they belong. It also gives the number of helpings, or daily servings of foods adults should eat each day.

Section One: Science

ALT Four: Healthy Platter

Summary

Students select foods to make up a balanced meal. Children first classify the foods they have chosen. Then the students make a model of their balanced meals.

Competencies

The students will be able to:

1. Plan and select foods to make up a balanced meal.
2. Create a model of their balanced meal.
3. Describe the importance of eating three balanced meals each day.

Time

45 minutes

Materials

- Diagram or picture of the food pyramid
- Magazines
- Grocery Store Ads
- Paper plates
- Construction paper
- Paper
- Crayons, scissors, and glue

Instructions

1. Display a diagram or picture of the food pyramid. Ask students to explain what makes a meal balanced. Remind students that a balanced meal contains a variety of foods from several food groups, without many fats or sweets.
2. Show students a model of a meal. Allow students to compare the foods in the meal to those in the food pyramid. Have students name the food groups shown. Have students decide whether the meal is balanced or not balanced. If the meal is not balanced, ask the students what foods could be added to help balance the meal.
3. Pass out activity materials. Give each child a paper plate to use for making a “Platter of Health.” Have your students plan and select foods to make up a balanced meal for breakfast, lunch or dinner. Students can cut out pictures from magazines and grocery store ads. Or they may choose to draw their own pictures for the balanced meal they have planned.
4. Have students record their balance meal by gluing it onto their paper plates.
5. Then have them identify and label the food group to which each food in the meal belongs. Ask volunteers to share their work with the class. Display the models of balanced meals.
6. Lesson extension: Give each student a large piece of construction paper folded into thirds. Have students plan three balanced meals—breakfast, lunch, and dinner—for one day. Have children glue the three meals they chose onto a piece of construction paper divided into thirds. Have students label the food group to which each food in the meals belongs.

Evaluation/Assessment of Student’s Competency

Evaluation will be based on the student’s ability to create a labeled model of a balanced meal.

Closure

Point out that Americans usually eat three meals a day—breakfast, lunch and dinner—and try to eat foods from each of the six food groups. Discuss why it is important to eat three balanced meals a day. (Eating foods from all the food groups gives your body the vitamins, minerals, and nutrients it needs to stay healthy.) Tell students that in the next lesson they will keep a food diary for one day. Students will evaluate if what they eat matches the food guide suggested servings for each food group.

Section Two: Mathematics

ALT Two: Build the Food Pyramid

Summary

If you are what you eat, then a healthy person is a little bit of everything. By including foods from all of the food groups, you can choose a diet that will keep your body working well. Probably as important as what foods are eaten is how much of each type of food is consumed. One way to understand this is to talk about nutrition in terms of the food pyramid. In this lesson students will be introduced to the food pyramid. Students will then build their very own food pyramid that displays how much of each type of food they should eat.

Competencies

The students will be able to:

1. Categorize foods according to food groups.
2. Compare the number of servings per group that are necessary for maintaining good health.

Time

Two- 45 minutes sessions

Materials

- Diagram or picture of the food pyramid
- Chart paper or poster board
- Magazines
- Grocery store ads
- Miscellaneous empty food cartons, containers, and packaging

- Miscellaneous nonperishable food items such as rice, pasta, and eggshells
- Yardsticks
- Markers, scissors, glue

Instructions

1. Discuss with your students that the human body requires food from a variety of food groups in order to stay strong and healthy.
2. Display a diagram or picture of the food pyramid for group discussion. Encourage the students to examine the pyramid. Show the students that the food pyramid displays different groups or categories of foods, and that within each group is a variety of individual foods.
3. Tell the students that the food pyramid was made to show how much of these foods people should eat. Discuss how many servings of different types of food the body needs each day to stay healthy. Emphasize that more food choices should be made from the bottom of the pyramid than from the top.
4. Read and discuss The Edible Pyramid: Good Eating Every Day by Loreen Leedy.
5. Tell the students they are going “grocery shopping” for a day’s worth of food. Have the students build food pyramids in groups of two or three.
6. Provide each small group with the following: chart paper or poster board, yardstick, markers, magazines, grocery store ads, miscellaneous items, scissors and glue.
7. Ask each group to draw a large pyramid that matches the food pyramid on chart paper or poster board and label the appropriate sections.
8. Have students glue miscellaneous food items and food pictures to the appropriate place in their food pyramid. Students will need to make sure that the number of items that they place in each food group section corresponds to how many servings they should eat of that food. For example, students can put between three and five different vegetable pictures or food labels in the vegetable section.

Evaluation/Assessment of Student’s Competency

Evaluation will be based on the student’s ability to create a labeled food pyramid that accurately displays the recommended number of daily servings the body needs each day to stay healthy.

Closure

Say: Today we learned about the foods we need each day to stay healthy. In our next lesson, we will take a closer look at some of our favorite foods and graph them.

Section Two: Mathematics

ALT Three: Favorite Food Graphs

Summary

The students will graph their favorite foods. The data table and graph will help students sort and compare data.

Competencies

The students will be able to collect, sort, tally, and graph favorite food data.

Time

1 hour

Materials

- Diagram or poster of food pyramid
- Chalkboard and chalk
- Graph paper
- Crayons, coloring pencils, and markers
- Math Journals

Instructions

1. Display a diagram or poster of the food pyramid. Talk with children about good nutrition.
2. On the board, draw a data table like the one shown below.

Fruit Group	Vegetable Group	Grain Group	Dairy Group	Meat Group

3. Ask each child to name his or her favorite food. As a class, assign each food named to the most appropriate food group. Have students use the food pyramid poster as a reference. (For the more problematic foods, you can make suggestions or act as the final authority. Or ask children to pick the “group” that they like best.) Have each student make a tally mark in the table on the board. Continue until each child has named a favorite food and each food named has been assigned to one of the five food groups on the data table.

4. Discuss the data table with the students. Ask: Which is the most popular food group among children in the class? Which is the least popular? Why do you think children prefer one food group to another? Do you think children prefer one food group to another? Do you think children in other parts of the world would have similar results on their data tables? Do you think adults prefer the same foods as children?
5. Pass out graph paper and markers. Have the students make a bar graph of the class favorite food data. Children can use crayons, coloring pencils, or markers to color the bars of their graphs. However, if children have difficulty, complete the graph as a whole-class activity.
6. Encourage the students to then use the information to draw conclusions about the data collected. Have students report their findings in their math journals.
7. Optional: Students could graph their favorite foods in each of the food pyramid groups. Make six different graphs, one for each food group. Have the children brainstorm food choices to go on the graphs or use magazine pictures to show the choices.

Evaluation/Assessment of Student's Competency

Evaluation will be based on the student's ability to make a bar graph of the favorite-food data and to draw conclusions about the data collected.

Closure

Say: It was very exciting to find out about our favorite food preferences. In our next lesson we will take these foods and create nutritious, balanced meals.

Section Three: Language Arts

ALT Five: Food Diary

Summary

The food guide pyramid helps you choose healthy foods. It helps you get all the nutrients that your body needs. You can keep track of what you eat. Does what you eat match the food guide pyramid? Do you eat a variety of foods from several of the six food groups each day?

Competencies

The students will be able to:

1. Write down or draw everything they eat in one day.
2. Count and record the number of different foods from each food group they eat in one day.
3. Compare their totals to the number of servings suggested on the food guide pyramid.

Time

Three – 15-30 minute sessions

Materials

- Diagram or poster of the food pyramid
- Food diaries

Instructions

1. Have students write down everything they eat for one day. Give students an opportunity to begin their food diaries in the morning after breakfast is served at school. Then give the students another opportunity to write in their food diaries after lunch is served. Students can take their food diaries home with them for homework. Ask them to record their dinner meal and any snacks they eat at home that night. Remind students to bring their food diaries back to class with them the next day.
2. Have students review their food diaries in class. Draw the following chart on the board:

Fruit Group	Vegetable Group	Grain Group	Dairy Group	Meat Group	Others

Ask students to make the above chart in their food diaries.

3. Have students count and tally how many servings of each food group in the three meals they ate. Tell students to use the chart to record their findings. Remind students to keep in mind that some foods contain more than one food group. These foods will need to be tallied in more than one food group column. (Pizza—grain, vegetable, meat, and dairy; or Fried Potatoes—vegetable and fats.)
4. Have students look at the food guide pyramid diagram or poster and analyze their food diary charts. Have them decide whether the minimum number of servings for each food group is represented by the three meals they ate the day before. (Children should decide based on the number of servings in the three meals compared to the recommended number of servings given on the food pyramid.)
5. Ask students to answer the following questions in their food diaries: Did you eat enough of each food group? Which group did you eat most of? Which group did you eat the least of? Which groups do you need to eat more of? Did you make healthy choices within each group? Have the students identify which foods they should eat more or less of. Ask students to try to think of ways they can improve their eating habits and nutrition.

Evaluation/Assessment of Student's Competency

Evaluation will be based on the student's ability to count and record the number of different foods from each food group they eat in one day and to compare their totals to the number of servings suggested on the food pyramid.

Closure

Encourage students to see if they can identify all of the different food groups in different ethnic foods they eat at home. Tell students that in the next lesson they will learn about foods people in different cultures eat. Students will create an ethnic cookbook featuring meals from around the world.

Section Three: Language Arts

ALT Six: Foods of the World

Summary

People in different countries eat different things. This is because each part of the world has different plants and animals.

Competencies

The students will be able to:

1. Locate main crops that grow in different parts of the world.
2. Identify foods people in different cultures eat.

Time

Two – 45 minute sessions


Materials

- Resource books
- International cookbooks
- Computers with Internet
- Internet web sites
- Map of the world
- Globe
- Pictures from magazines of foods from different parts of the world
- Recipe form
- Assorted Fruit
- Cooking Utensils (e.g., bowl, spoon, knife)

Instructions

1. Say: People in different parts of the world eat different kinds and different combinations of food. But all people need to eat foods that come from the five food groups because that's the way our bodies are made. Many foods are associated with specific cultures. Mention that some foods on the food pyramid reflect these specialties. For example, pasta is the Italian name for a thinly pressed or shaped, boiled flour dough. The same food, made from different grain flours, is also popular in Asia.

2. Display a map of the world. Discuss crops that grow in different parts of the world. Have students label the world map with food symbols to show where the crops are grown. Read aloud and discuss Why Do People Eat? by Kate Needham pp. 22-23 and Food by Brenda Williams pp. 26 & 27. If possible, make a fruit salad with pineapples, bananas, oranges, mangoes, and other fruits grown around the world.
3. Using informational books and Internet web sites have the students find out more about foods people in different cultures eat. Invite them to tell about these foods and at which meal the foods might be eaten. Have each student fill out a recipe card for the ethnic dish they select. (You will need to design your own recipe card format to meet the learning needs of the students you teach. An example is provided below.)

Dish Name: _____	Country: _____
Ingredients: _____ _____	Prepared by: _____
Directions: _____ _____	Food Groups: (Please circle all that apply.) Fruits Vegetables Dairy Meat Grain Other
_____	Meal: (Please circle all that apply.) Breakfast Lunch Dinner
_____	

4. Pick a dish that your class would like to try from a different part of the world. Buy the ingredients, and make a new and exciting dish for the class to eat.

Evaluation/Assessment of Student's Competency

Evaluation will be based on the student's ability to locate main crops that grow in different parts of the world and to identify foods people in different cultures eat.

Closure

Collect all recipe forms. Make cookbooks for each student in your class. Each finished cookbook should contain a cover followed by one copy of each recipe.

Transfer Activity

Summary

Students will celebrate the end of the curriculum unit with a class picnic. They will have a nutritious picnic with all the food groups represented, such as turkey and cheese sandwiches on wheat bread, carrot sticks, and apple juice.

Competencies

The students will be able to:

1. Understand that nutritious foods can be combined to make balanced meals.
2. Plan a balanced lunch that they actually get to eat.

Time

1 hour

Materials

- A variety of food from all five food groups
- Picnic supplies
- Camera and film

Instructions

1. Send a letter home asking parents/guardians to provide one nutritious lunch food for the upcoming class picnic. Assign each family one of the five food groups. Ask each family to send in a lunch food item (e.g., loaf of wheat bread, package of turkey lunch meat, cheese, carrot sticks, apple juice, etc.) on the date of the picnic.
2. Take a class nature hike on the playground or to a nearby park. Set out the food on picnic tables.
3. Allow students to serve themselves at the picnic. Ask students to select foods that will make their lunch balanced. Remind the students to select a variety of foods from the six food groups.
4. Take photos of the students with their balanced lunches.

Evaluation/Assessment of Student's Competency

Evaluation will be based on the student's ability to plan and eat a balanced lunch.

Closure

Students will eat a nutritious lunch with their classmates and reflect on the fun they've had!

Appendix

Books

Busy Bodies, Active Minds. Dara Coan and Dana Petersen. Teacher Created Materials, 2000

Eat Right: Tips for Good Nutrition. Katie Bagley. Capstone Press, 2002

Eating. Anna Sandeman. Cooper Beech Books, 1995

The Edible Pyramid: Good Eating Every Day. Loreen Leedy. Holiday House, 1994

Food. Brenda Williams. Steck-Vaughn, 1999

The Food We Eat. Bobbie Kalman. Crabtree Publishing, 1986

Let's Eat. Gyo Fuijkawa. Grosset & Dunlap, 1975

Never Take A Pig To Lunch and Other Poems about the Fun of Eating. Nadine Bernard Westcott. Orcharch Books, 1994

Nutrition: What's in the Food We Eat. Dorothy Hinshaw Patent. Holiday House, 1992

Peanut Butter, Apple Butter, Cinnamon Toast: Food Riddles for you to Guess. Argentina Palacios. Raintree Steck-Vaughn, 1992

What Food Is This? Rosmarie Hausherr. Scholastic Inc., 1987

Why Do People Eat? Kate Needham. EDC Publishing, 1993

Internet Sites

American Dietetic Association: <http://www.eatright.org>

American School Food Service Association: Child Nutrition:
<http://www.asfsa.org/childnutrition/>

24 Carrot Press: <http://www.nutritionforkids.com/>

Centrum Kids: <http://www.centrum.com>

Dole Foods: <http://www.dole5aday.com>

Eat well, Live Well—Games & Educational Stuff for Kids:

<http://www.healthyeating.org/kids>

Food Fun for Kids: <http://www.nppc.org/foodfun.html>

Fresh Starts: <http://www.freshstarts.com/home.html>

The Kids' Food Cyberclub: <http://www.kidsfood.org/>

KidsHealth (The Nemours Foundation): <http://www.kidshealth.org>

Meals for You: <http://mealsforyou.com>

Pyramid Pals: <http://www.nutritionexplorations.org>

United States Department of Agriculture Food and Nutrition Information Center:

<http://warp.nal.usda.gov/fnic/>

World Health Organization: <http://www.who.int/>