

# Food Groups

## Post-Lab Activity 1 - Teacher Guide

### Grades K-1

#### Overview

This activity demonstrates how food items are categorized into groups according to the Food Pyramid.

#### Materials

Food Pyramid visual

Scrap piece of paper (for word splash)

Pencils

Timer

[Kitchen Science Fun Instructional Video 2](#) (located on our website)

Video viewing equipment

Food picture cards

Assessment Handout (page 3) – 1 per student

#### Getting Ready

To prepare for the lesson you will need to locate the [Kitchen Science Fun Instructional Video 2](#) (from our website) and prepare the necessary equipment for the students to view the video. You will also need to select one of the procedure activities to do with the food picture cards. Depending on which activity you choose different material may be needed (see activities). Finally, make one copy of the assessment handout per student.

#### Procedure

Introduce the topic of the food pyramid – by visually displaying the food pyramid for all the students to see. Depending on the student's familiarity with the food pyramid you may have to have a quick discussion on what it is (but try not to give too much away). Have the students do a "picture splash" as a team by drawing pictures to describe their prior knowledge about the food pyramid. To complete a picture splash, have the students write FOOD PYRAMID in the middle of the paper. Set a timer for three minutes. Have the students draw as many pictures around the words FOOD PYRAMID as possible. Once time has expired, have the students count their answers (see which group had the most) and have everyone begin to share their answers. Feel free to make a master class "picture splash" on the board with everyone's answers if you wish. See example below:



Next, the students are going to view the [Kitchen Science Fun Instructional Video 2](#). With the younger students feel free to stop the video at any time to discuss the information shared. The video breaks each food group down and provides examples of which foods belong in which food group.

After the video please choose one or more of the following activities to complete using the food picture cards.

- 5 corner activity – Label 5 different areas in your classroom with a food group. Give each student one picture (food picture cards). Stop the video after each food group is presented. If the student has a picture that matches the food named in the video have them go and stand in the labeled corner. Repeat this process with each of the 5 food groups. At the end of the video there will be a few students left with some pictures that were not shared in the video. Work together as a class to figure out where they belong.
- Picture sort – Have students sort all of the food pictures according to the food groups (they can glue them in a journal, make piles on their desk, put into envelopes, color pictures according to category, etc.).
- Bring in real food. Have students use their five senses to discover the different types of food.
- Play “go fish” – each student receives 7 cards. All the remaining cards would be in a pile face down. Player #1 chooses one card in his/her hand (i.e. apple). He/she would say, “I have a fruit, do you have a fruit?” If player two has a fruit they would give it to player one. He/she would lay it on the table as a match and continue to play. If player two does not have a fruit in his/her hand they would say, “Go fish”. Player 1 would select a card from the pile of unused cards.
- Feel free to use an activity you already do in your classroom to discuss the different food groups.

## Explanation

Foods can be categorized based upon a few rules.

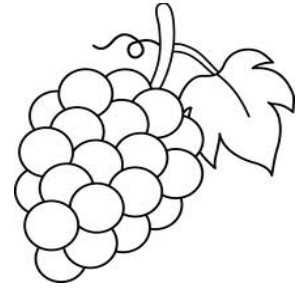
- Rule #1 - a food is considered a **fruit** when it is the part of the plant that develops from a flower (has seeds for a new plant).
- Rule # 2 – The remaining part of the plant (without the seed) is considered the **vegetable** (including the stem, leaves, roots, and even the flower bud).
- Rule # 3 – **dairy** products are food items that can be produced from the milk of mammals (liquid made by animals to feed their young).
- Rule # 4 – **grains** are any food including or made from cereal, oats, wheat, and rice.
- Rule # 5 – the **meat and bean** group classifies all foods made from meat (taken from the body of a living thing), poultry, fish – as well as dry beans, eggs, nuts, and seeds.

## Assessment

To determine if the students understood this concept, please use the attached handout. The handout requires students to color each food item to match the appropriate food group. Feel free to complete as a class, pairs of students, or independently.

## Resources

<http://www.timigustafson.com/2008/the-government-guidelines-to-healthy-eating-for-kids/>



Name: \_\_\_\_\_



Directions: Color each food item to match the food group.



Color GRAINS – orange



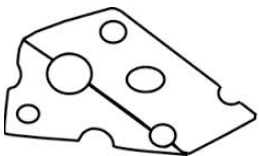
Color VEGETABLES – green



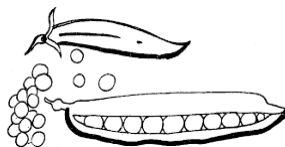
Color FRUIT – red

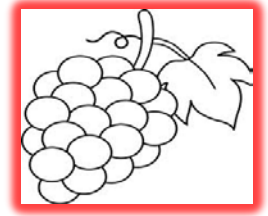


Color DAIRY – blue



Color MEATS – purple





Name: ANSWER KEY



Directions: Color each food item to match the food group.



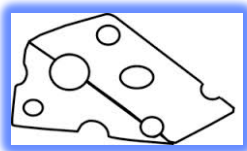
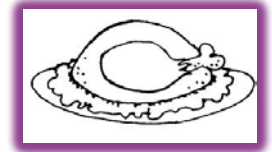
Color GRAINS – orange



Color VEGETABLES – green



Color FRUIT – red



Color DAIRY – blue



Color MEATS – purple

