

# Food Group Lesson Plan TRAIN @ School

## Objectives

- Know the functions of each food group
- Identify which food groups common food items belong in

## Outline

- Introduction :
  - Discussion favorite foods and healthy foods
- Instruction:
  - Discuss five food groups
    - Grains
    - Fruits
    - Vegetables
    - Meats and Beans
    - Dairy
  - Discuss fats and oils
- Activity:
  - Food function worksheet
  - Food motion game
  - Food toss game



**Special Olympics**

**TRAIN**  
SO

## Supplies

Time: 15-60 minutes

Materials:  
Worksheets, beanbags  
baskets, artificial food/  
pictures of food

## Resources:

Special Olympics Website : <http://www.specialolympics.org/>  
TRAIN SO Website: <http://trainso.blogspot.com>

## Food Groups

- Time: 15-60 minutes
- Materials: worksheets, beanbags, baskets, artificial food items (if you want to give a visual representation), picture of food
- Objectives:
  - Student will verbally state the function of each food group.
  - Student will identify which common food items belong with each food group 3 out of 5 consecutive opportunities.
- Introduction to Lesson:
  - Open with discussion of favorite foods.

**We're going to talk about food today. One of my favorite foods is strawberries. What are your favorite foods to eat?**
  - Explain the purpose of the lesson.

**We talked about our favorite foods. Each food that was mentioned belongs to a specific food group. Each of the five food groups helps our body in a different way. Fruits, vegetables, grains, meats and beans, and dairy help our body stay strong and healthy.**
  - Discussion of healthy foods.

**What do you think are some healthy foods? Write these on the board (or draw them); this may be helpful for some students.**
- Instruction

*It is suggested to have picture or artificial foods from each food group to serve as a visual prompt for this lesson*

- Discuss the five food groups →
  - Fruits: **Apples, oranges, bananas are all fruits. Can anyone give me another example of a fruit?** (Write these on the board, add some other examples if necessary). **Fruits have nutrients that keep your body healthy, especially your skin. It's important to eat fruit each day. An easy way to add fruit into your diet is to have it as a snack or a delicious dessert.**
  - Vegetables: **Peas, carrots, and green beans are all vegetables. Can anyone give me an example of another vegetables?** (Write these on the board, add some other examples if necessary). **Vegetables have nutrients that keep your body healthy, especially your eyes. It's important to get lots of vegetables each day.**
    - Fruit and Vegetable Tip: **Eat a variety of colors of fruits and vegetables each day. Remember the rainbow: red is for tomato or apples, orange is for carrots or oranges, yellow is for corn or lemon,**

**green is for broccoli or kiwi, blue is for blueberries, purple is for eggplant or grapes.**

- **Grains: Pasta, crackers, and popcorn are all types of grains. Can anyone give me another example of grains?** (Write these on the board, add some other examples if necessary.) **Grains give your body energy, especially to run and play.**
  - **Grains Tip: Instead of eating only white bread, white rice, and regular pasta, try to get half of your grains each day from whole grains. Whole grains are usually brown in color and have more vitamins.**
- **Meats and Beans: Eggs, black beans, and ham are all examples of meats and beans. Can anyone give me another example of meats and beans?** (Write these on the board, add some other examples if necessary.) **Meats and Beans make your body and muscles strong.**
  - **Meat and Beans Tip: Choose less fattening meat like turkey, chicken, seafood, and sirloin steak.**
- **Dairy: Cottage cheese and yogurt are examples of dairy. Can anyone give me another example of dairy?** (Write these on the board, add some other examples if necessary.) **Dairy helps keep your bones and teeth strong.**
  - **Dairy Tip: Try to include one source of dairy in each meal daily to get enough calcium.**

○ Discuss oils and fats

**Some things that we eat don't really fit into one of the five food groups. For example, mayonnaise does not fit into the fruit, vegetable, meat and bean, grain, or dairy food group. Foods like mayonnaise, which have a lot of oil and fat, have their own little group. Can anyone think of other foods that fall into this group?** (Write these on the board, add some other examples if necessary.) **Oils and fats provide cushion for your body.**

- **Oils and Fats Tip: These should only be eaten in small amounts such as special occasions.**

• Activity

○ Food function worksheet:

- While instructing the students about the functions of food, have them complete, a fill in the blank work sheet. This worksheet will be a picture of a person with six lines coming off the body from various areas. (A line needs to be next to the following body areas: hands (fruits), eyes (vegetables), legs (grains), arms (meats and beans), teeth (dairy), and bottom (oils). The students will write what food group is associated with that part of the body.

- Planned Differentiation: Worksheet can be adapted depending on the age and ability of the students. There could be word banks, or more complicated pictures. Change the prompts on the worksheets so that the students have to match up the body part after given a type of food. (Example → broccoli helps the eyes).
  - Guided: Students will fill out the worksheet as a class while learning about each function of the food groups.
  - Limited Guidance: Students can fill out the worksheet in small groups of 2-3 after instruction has been given. Teacher will walk around the classroom assisting when necessary.
  - Independent: Students fill out the worksheet individually. Teacher will walk around the classroom assisting when necessary.
- Food Function Motion Game (*Look at attached instructions for more detailed game guidelines*)
- Have the class play a motion game to reinforce the functions of foods. **Stand up next to your desk. Remember how we filled out the worksheet that showed us what parts of the body go with certain foods? We're going to play a motion game. When I say a food group, I want you to do the motion that goes with that food. Let's review. Fruits have nutrients that keep our body and skin healthy; therefore, give your neighbor a high five. Vegetables have nutrients that keep our body and eyes healthy; therefore, pretend you are looking through binoculars. Dairy give us strong bones and teeth; therefore, give me your biggest smile! Meats and Beans help keep our muscles strong; therefore, flex those muscles! Oils give our body cushion; therefore, pat your rear. Okay, let's review the motions again.** (Go through each of the food groups and do the motions along with the students). Play the game for however long the teacher feels is appropriate. **Alright. I'm going to say the food group, and you guys will have to do the motions.**
    - Planned Differentiation: Game can be adapted to make it more or less challenging by the speed of the game, and the order of the food groups. The game can be competitive by eliminating students if they do the wrong motion. Change the prompts for the students, say a food item that correlates with the function, and they have to do the motion. (Example → Broccoli is a vegetable; therefore the students would pretend they are looking through binoculars).
    - Guided: Students participate in doing the motions in unison, not worrying about speed. Teacher may need to demonstrate the motion and prompt

if necessary for the student to participate. Teacher will remind the class of the function of the foods.

- Limited Guidance: Students participate in doing the motions by themselves. Teacher may verbally prompt what motion the student is to be doing.
- Independent: Student will participate in activity completely by themselves without any form of teacher prompting.

○ Food Toss Game *(Look at attached instructions for more detailed game guidelines)*

- **There are lots of different food items that belong to each food group. We're going to play a game in which you will match the food up with what food group it belongs to. On each beanbag, there is a picture of a food item. On the ground there are five baskets. You will toss the beanbag with the food item into the basket with the right food group.** Teacher demonstrates. **This beanbag has a picture of ham on it. Ham belongs to the meat and beans food group, so I'm going to toss it into that food group basket.**

- Planned Differentiation: Change what is on the bean bag (pictures, words, pictures and words, etc). Have the number of beanbags that a student throw vary depending on time. Break the class up into teams, and have them work together to decide which basket to toss the bean bags. Make the game a race.
- Guided: Teacher will help students determine which basket the beanbag is to be tossed.
- Limited Guidance: Students will select a beanbag and determine which basket it goes in, with teacher prompting (Example → Telling students certain clues about the food, reminding them of the function, etc). The teacher will help the student if they toss the beanbag into the wrong basket.
- Independent: Student will select a food item beanbag and determine which basket and food group it goes in. If they toss the food item into the wrong basket, the student will keep trying until they toss it in the correct basket with encouragement from the teacher.

- Conclusion

- **Today we talked about the different food groups. Who can tell me the different food groups? What are the functions of each food group? Who can give me some examples of the different food items found in each food group?** Call on students to

answer the questions. Then ask them if they have any more questions regarding what they have learned before concluding the lesson.

- Curriculum Connections

- Mathematics

- Numbers & Operations:

- Have students count how many foods they've tossed into each food group basket.**

- *Understand numbers, ways of representing numbers, relationships among numbers, and number systems.*

- Have students add more or take away foods to a basket to work on addition and subtraction.**

- *Understand meanings of operations and how they relate to one another.*
        - *Compute fluently and make reasonable estimates.*

- Measurement

- Portions: Include a section introducing how much a serving size is. Have measuring cups and foods (real or model) to help students visualize how much they should be eating a day. You may want to focus on one food group at a time. For example, discuss fruits: how much is a serving of fruit- cut up peaches, orange juice, apple sauce, blueberries, etc.**

- *Understand measurable attributes of objects and the units, systems, and process of measurement.*
        - *Apply appropriate techniques, tools, and formulas to determine measurements.*

- Finance

- Include example prices for all of the foods. Each student will be given a set amount of money to make a complete healthy meal.**

- *Understand measurable attributes of objects and the units, systems, and process of measurement.*
        - *Solve problems that arise in mathematics and in other contexts.*
        - *Apply and adapt a variety of appropriate strategies to solve problems.*

- Opportunity Cost: The prices of their favorite foods may cost more than alternatives that they don't enjoy as much. They need to make a healthy, balanced meal while making decisions such as buying their favorite foods that are more expensive instead of cheaper foods they don't enjoy as much.**

- *Understand measurable attributes of objects and the units, systems, and process of measurement.*
- *Solve problems that arise in mathematics and in other contexts.*
- *Apply and adapt a variety of appropriate strategies to solve problems.*
- *Recognize and apply mathematics in contexts outside of mathematics.*

○ English

▪ Reading

**Read the worksheet. Have each food item labeled (next to the pictures and artificial foods, labeled beanbags, etc). Allow the student to place the food in the correct group only after reading the name of the food and the food group it belongs to.**

- *Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.*
- *Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).*

▪ Writing/Spelling

**Write the answers on the worksheet. Have the students make up the labels for the food groups as well as the foods. As an introductory activity, have students write down on paper their favorite foods, and their favorite fruit and vegetables, etc. During the class discussion, let them write what foods they mention on the board.**

- *Students adjust their use of spoken written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.*
- *Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.*
- *Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).*

- Life Skills
  - Grocery Shopping → A field trip to the actual grocery store would be beneficial, but making a mock grocery store in the classroom will work. Different topics such as: fresh versus frozen/canned foods (cost and food spoilage), how to choose good produce, price comparisons, etc. can be discussed.
  - Food Preparation → After discussion of the food pyramid and food groups, students can make a healthy recipe. This may be a healthy alternative to a class favorite food, an all-in-one complete meal, or more about preparing specific foods. Following a recipe is a great way to work on math skills, measurement, as well as working as a team. Each student can be given a set task to complete and together they will make a food they can all enjoy.



## Food Toss Game Instructions

**Objective:** Students will identify common food items that belong with each food group.

**Materials:**

- 24 beanbags- 4 for each food group. Each beanbag has one picture of a food item from the specific food group.
  - 4 Meats and Beans beanbags (ham, chicken, eggs, beans,)
  - 4 Grains beanbags (rice, pasta, , cereal, bread)
  - 4 Fruits beanbags (apples, grapes, peach, banana)
  - 4 Vegetables beanbags (celery, red bell pepper, broccoli, carrots)
  - 4 Dairy beanbags (cottage cheese, milk, yogurt, string cheese)
  - 4 Oils beanbags (butter, mayonnaise, cake, cookies)
- 1 Set of four Food Group Signs
- 6 baskets

**Setup:** Set up Food Toss by placing the four boxes or chairs in a line. Attach one food group sign to each box or chair.

**Play the game:**

**There are lots of foods in each food group. Each basket has a sign showing a food group** (*Read the posters aloud to the students.* Explain to the students that they will be handed one beanbag at a time and can either throw it or go place it in the basket that the food item goes with. **Look at the picture of the food item on the beanbag. Then toss or place the beanbag into the basket that shows which food group the item belongs in.** Demonstrate for the students. **Apples are a fruit, so if I picked up a beanbag with a picture of an apple on it I would throw it in the fruit and vegetable basket.** Hand the student one beanbag at a time. If the student is having a hard time deciding which food group the food item goes in, give them some clues about the food (such as the food functions). After the athlete tosses all of the beanbags into the basket go through where they placed each food item and remind them of the benefit of that specific food item:

- Meats and Beans –help build strong muscles
- Grains – give you energy
- Fruits/Vegetables – have nutrients that keep you health
- Dairy – makes your bones strong.

If the student tosses the beanbag in the wrong basket, correct them and give them more examples of food items they may find in this food group.

## Food Function Motion Game Instructions

**Objective:** Students will demonstrate that they know the functions of each food group through correct correlation of food groups and body parts.

**Materials:** None

**Setup:** Have the students stand up and have enough space in between them to do the motions.

**Play the game:**

**Stand up next to your desk. Remember how we filled out the worksheet that showed us what parts of the body that we can associate with the functions of the different food groups?**

**We're going to play a motion game. When I say a food group, I want you to think of the food groups function and do the motion that will help remind us of that function. Let's review.**

**Fruits have nutrients that keep our body and skin healthy; therefore, give your neighbor a high five. Vegetables have nutrients that keep our body and eyes healthy; therefore, pretend you are looking through binoculars. Dairy give us strong bones and teeth; therefore, give me your biggest smile! Meats and Beans help keep our muscles strong; therefore, flex those muscles! Grains gives our body energy to run and play; therefore, run in place. Oils give our body cushion; therefore, pat your rear. Okay, let's review the motions again. (Go through each of the food groups and do the motions along with the students).**

Play this game for however long the teacher feels is necessary. The teacher can change the order that they say the food groups, or make the game more difficult by saying a food rather than the food group. **Broccoli!** (Students will pretend they are looking through binoculars). Teachers can also make this game more of a competition by making it an elimination game. The teacher can say food groups or foods faster and the students have to keep up with the correct motions. If they do the wrong motion, they are eliminated.

*To make this game more fun/difficult, teacher could have cards that they randomly select that decide the next movement.*

Food Functions and possible correlating foods:

- **Fruits:** have nutrients that keep our body and skin healthy → apples, pears, bananas, strawberries, cantaloupe
- **Vegetables:** have nutrients that keep our body and eyes healthy → carrots, tomatoes, lettuce, radishes, cauliflower
- **Grains:** give our body energy to run and play → pasta, rice, crackers, pretzels, oatmeal

- **Meats and Beans:** keep our muscles strong → kidney beans, chicken, turkey, pork, lentils
- **Dairy:** give us strong bones and teeth → sliced, yogurt, milk, cottage cheese, string cheese
- **Oils and Fat:** give our body cushion → salad dressing, butter, cookies, cake, pie

## Worksheet Answer Key

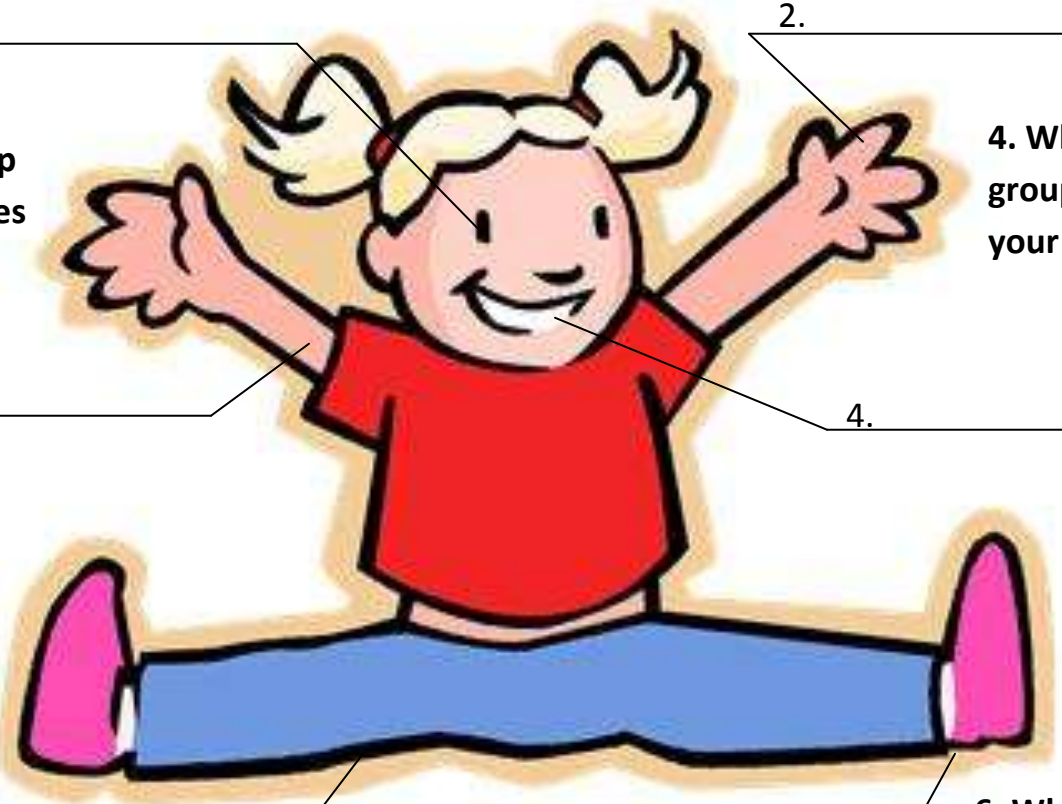
<b>Worksheets:</b> <b>1A, B</b> <b>2A, B</b>	<ol style="list-style-type: none"> <li>1. Vegetables</li> <li>2. Fruits</li> <li>3. Meats and Beans</li> <li>4. Dairy</li> <li>5. Oils and Fats</li> <li>6. Grains</li> </ol>
<b>Worksheets:</b> <b>3A, B</b> <b>4 A,B</b>	<ol style="list-style-type: none"> <li>1. Broccoli</li> <li>2. Apples</li> <li>3. Chicken</li> <li>4. Milk</li> <li>5. Salad Dressing</li> <li>6. Bread</li> </ol>

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

Date: \_\_\_\_\_

**Directions:** Using the word bank, find the food group that helps each part of the body.

1. What food group keeps your eyes healthy?    2. What food group keeps your skin healthy?



1. \_\_\_\_\_

3. What food group makes your muscles strong?  
3. \_\_\_\_\_

5. What food group gives your body cushion?  
5. \_\_\_\_\_

2. \_\_\_\_\_

4. What food group helps keep your teeth strong?  
4. \_\_\_\_\_

6. What food group gives you energy to run?  
6. \_\_\_\_\_

**WORD BANK:**

Dairy  
Grains

Oils and Fats  
Vegetables

Fruits  
Meats and Beans

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

Date: \_\_\_\_\_

**Directions:** Using the word bank, find the food group that helps each part of the body.

1. What food group keeps your eyes healthy?

1. \_\_\_\_\_

2. What food group helps keep your teeth strong?

2. \_\_\_\_\_

3. What food group keeps your skin healthy?

3. \_\_\_\_\_

4. What food group makes your muscles strong?

4. \_\_\_\_\_

5. What food group gives you energy to run?

5. \_\_\_\_\_

6. What food group gives your body cushion?

6. \_\_\_\_\_



**WORD BANK:**

Dairy

Oils and Fats

Fruits

Grains

Vegetables

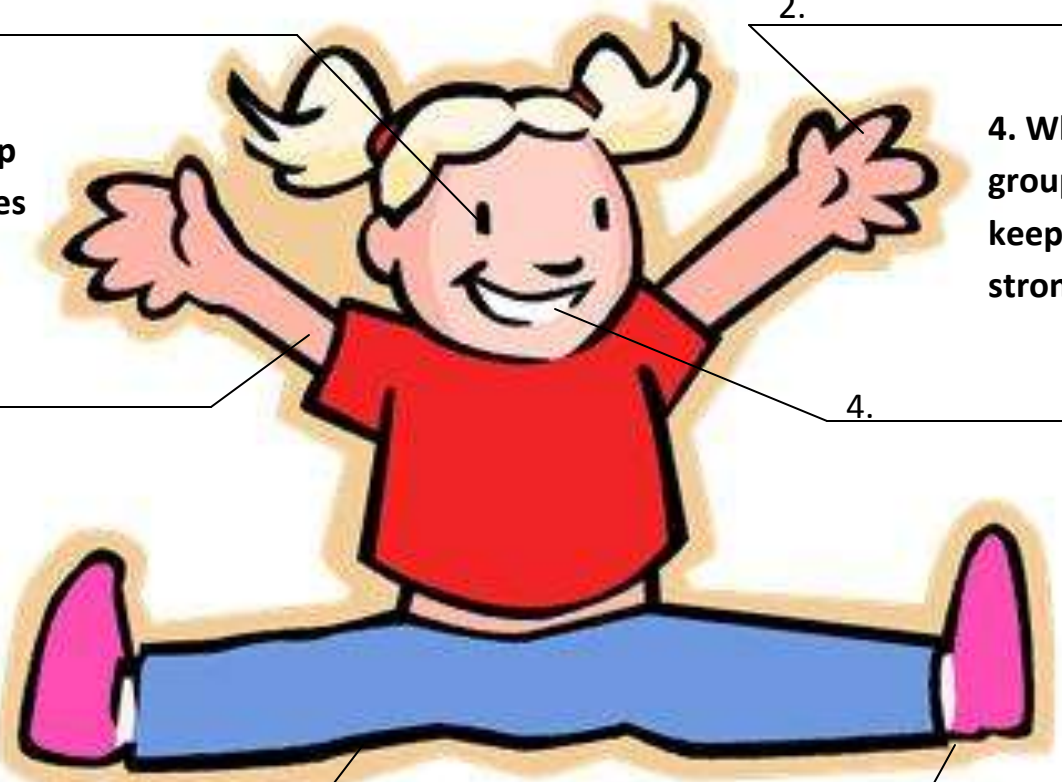
Meats and Beans

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

Date: \_\_\_\_\_

**Directions:** Fill in the line with the food group that helps each part of the body.

2. What food group keeps your eyes healthy? 2. What food group keeps your skin healthy?



1. \_\_\_\_\_

2. \_\_\_\_\_

3. What food group makes your muscles strong?  
\_\_\_\_\_

4. What food group helps to keep your teeth strong?  
\_\_\_\_\_

5. What food group gives your body cushion?  
\_\_\_\_\_

6. What food group gives you energy to run?  
\_\_\_\_\_

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

Date: \_\_\_\_\_

**Directions:** Fill in the line with the food group that helps each part of the body.

2. What food group keeps your eyes healthy?

1. \_\_\_\_\_

2. What food group helps keep your teeth strong?

2. \_\_\_\_\_

3. What food group keeps your skin healthy?

3. \_\_\_\_\_

4. What food group makes your muscles strong?

4. \_\_\_\_\_

5. What food group gives you energy to run?

5. \_\_\_\_\_

6. What food group gives your body cushion?

6. \_\_\_\_\_





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

Date: \_\_\_\_\_

**Directions:** Using the word bank, find the food that helps each part of the body.

3. What food keeps your eyes healthy?

2. What food keeps your skin healthy?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. What food makes your muscles strong?

4. What food helps to keep your teeth strong?

3. \_\_\_\_\_

4. \_\_\_\_\_

5. What food gives your body cushion?

6. What food gives you energy to run?

5. \_\_\_\_\_

6. \_\_\_\_\_

**WORD BANK:**

Milk

Salad Dressing

Apple

Bread

Broccoli

Chicken

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

Date: \_\_\_\_\_

**Directions:** Using the word bank, find the food that helps each part of the body.

3. What food keeps your eyes healthy?

1. \_\_\_\_\_

2. What food helps keep your teeth strong?

2. \_\_\_\_\_

3. What food keeps your skin healthy?

3. \_\_\_\_\_

4. What food makes your muscles strong?

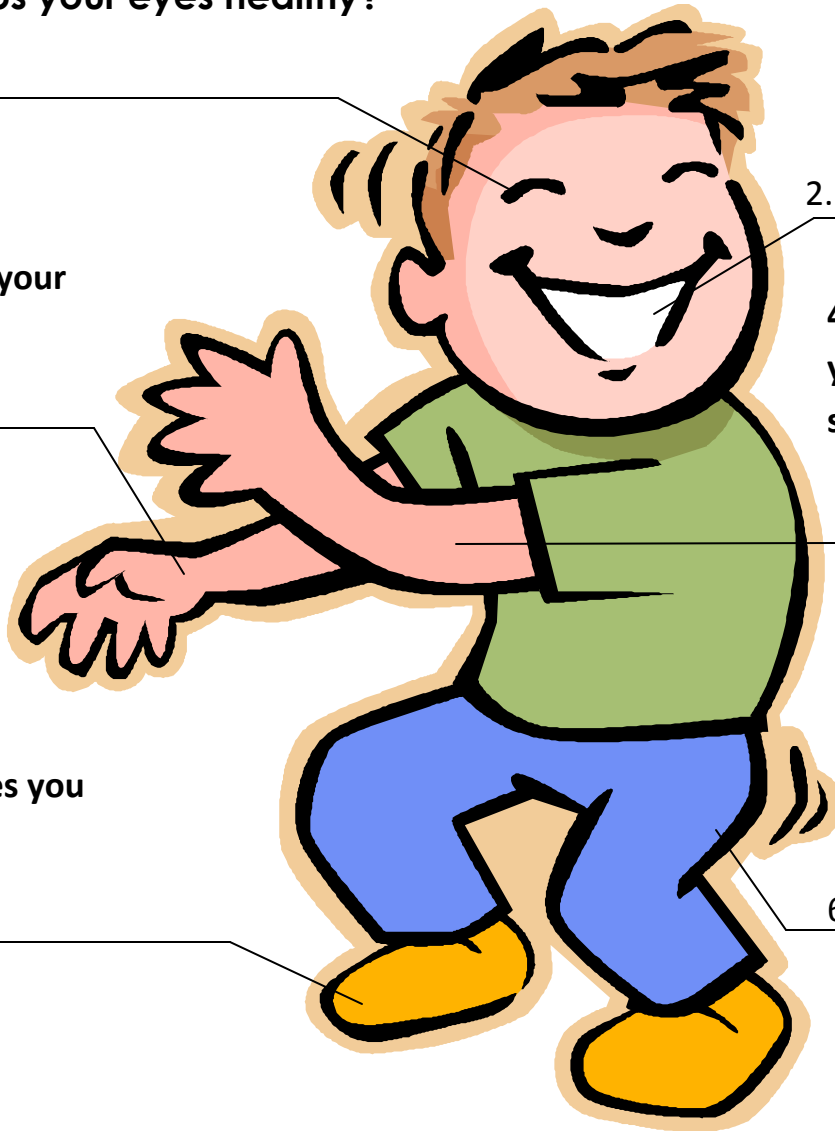
4. \_\_\_\_\_

5. What food gives you energy to run?

5. \_\_\_\_\_

6. What food gives your body cushion?

6. \_\_\_\_\_



**WORD BANK:**

Milk

Salad Dressing

Apple

Bread

Broccoli

Chicken

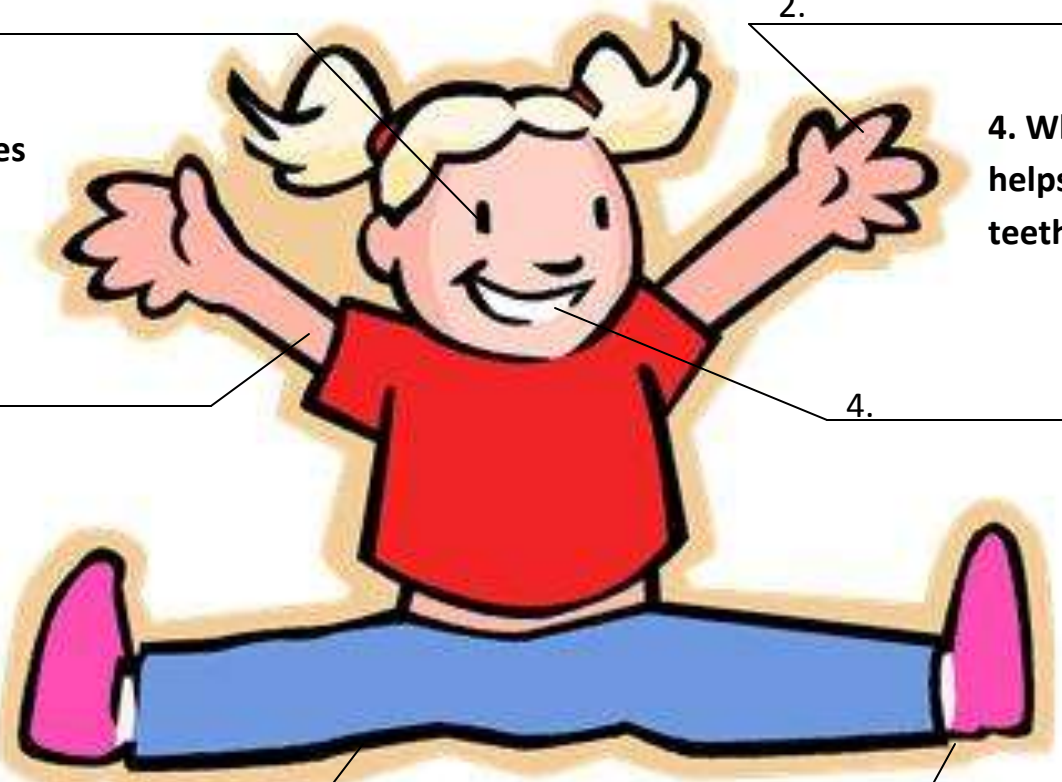
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Fill in the line with a food that helps each part of the body.

4. What food keeps your eyes healthy?

2. What food keeps your skin healthy?



1. \_\_\_\_\_

2. \_\_\_\_\_

3. What food makes your muscles strong?

3. \_\_\_\_\_

4. What food helps to keep your teeth strong?

4. \_\_\_\_\_

5. What food gives your body cushion?

5. \_\_\_\_\_

6. What food gives you energy to run?

6. \_\_\_\_\_

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

Date: \_\_\_\_\_

**Directions:** Fill in the line with a food that helps each part of the body.

4. What food keeps your eyes healthy?

1. \_\_\_\_\_

2. What food helps keep your teeth strong?

2. \_\_\_\_\_

3. What food keeps your skin healthy?

3. \_\_\_\_\_

4. What food makes your muscles strong?

4. \_\_\_\_\_

5. What food gives you energy to run?

5. \_\_\_\_\_

6. What food gives your body cushion?

6. \_\_\_\_\_

