

Potential Integration:

ELA

Health
2.NPA.1.2 Plan meals that are chosen for energy and health.

Materials Needed:

- Book: I Will Never Not Ever Eat a Tomato, Lauren Child
- Appendix A – Sentence Statements
- Appendix B - Meal scenarios and pictures of different meal / snack options

Focus Step:

Go to the link from MyPlate Kids

<https://www.myplate.gov/sites/default/files/2020-12/MyPlate%20Maze%20%2B%20KEY.pdf> for English

https://www.myplate.gov/sites/default/files/2020-12/MyPlate%20Maze_Spanish%20%2B%20KEY.pdf for Spanish

download and print copies for your students (Key is on the second page).

Ask students to help the girl to make her way through the maze and collect food along the way.

After students have completed the maze ask

- What types of foods did the girl collect?
- Where would they fit on the MyPlate diagram?

Statement of Objectives:

In today’s lesson, we will continue to learn about the components of MyPlate and about how important it is for use to choose healthy foods. Some have more nutrients than others.

Teacher Input:

Define **nutrients**: something found in food, that we cannot see, and is used by the body to give it energy and keep it healthy. We want to get a variety of nutrients to keep our bodies healthy.

and define **energy**: comes from food calories and lets us think, move, stay warm, play sports, etc.

Read the book I Will Never Not Ever Eat a Tomato or play the video of the book being read by Play and Shine (4:50) <https://www.youtube.com/watch?v=taDxIIhL3mU>

- Ask what Lola did not like
- Ask what Lola was willing to eat
- How did Charlie get Lola to try these foods?

Tell students it is important to eat a variety (different kinds) of foods from the different groups to have energy throughout the day.

Assessment:

Every time we eat we make a choice about what we feed our body. Sometimes we choose foods that make our bodies feel good and give us good fuel for our bodies and other times we choose foods that make our bodies feel slow and not as healthy. It’s all right to have less healthy foods sometimes as a treat, but eating them every day can be unhealthy.

Tell students you're going to read each sentence from Appendix B and ask students to act out the motions in the sentence if they agree with the statements for 10-15 seconds. If they do not agree, students should stand in one place.

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Next, students need to find a partner and they will listen to scenarios in Appendix C read aloud by the teacher and make choices about meal options that would be the healthiest choices. First students will listen to the scenario read aloud, next they will silently think about the best choice for their body and why. Then they will talk to their partner for 1-2 minutes about what each partner thinks would be the best choice and why. Each pair will then share with the class what they think is the healthiest choice and why. Ask students which meal they think is the most important meal of the day and why? (Breakfast, gives us our first fuel for the day, so we want to choose a meal that is going to give us lasting energy throughout the day. We want to avoid sugary foods that will burn off and leave us hungry mid-morning).

Closure:

Today we discussed how some foods are healthier than others and how all foods provide energy. You did a great job deciding which foods were the healthiest for you and deciding which meal is the most important to start your day.

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Appendix A

1. Jog in place if it is important to eat a variety of foods every day.
2. Swim through chocolate pudding if a candy bar and a soda give your body the nutrients and energy it needs.
3. Walk through a Jell-o swamp if whole grain bread with peanut butter is filled with good nutrients.
4. Jump in place if popcorn is a healthy snack.
5. Reach up in the air if strawberries give your body the nutrients it needs.
6. March in place if low-fat milk gives you the mineral calcium.
7. Shake your body like a wet dog if you should drink water every day.
8. Bend over and touch your toes if eating at a restaurant is better than eating at home.
9. Shrug your shoulders if fruit is a healthier dessert than chocolate cake.
10. Twist your body side to side if a cinnamon roll is the best way to start the day.

Appendix B

1. I am in my kitchen making breakfast. I see a doughnut with sprinkles and a glass of orange juice, a cinnamon roll and a banana, and a bowl of whole grain cereal with low-fat milk and strawberries. What breakfast will be the healthiest choice and give me the most energy for the day?
2. For lunch today I can choose: a cheeseburger and French fries with broccoli, baked fish, green beans and a fresh fruit cup or a slice of cheese pizza and breadsticks. Which lunch choices will be the healthiest choice and give me the most energy for the day?
3. For an afterschool snack I can choose: a strawberry ice cream sandwich, cookies and a glass of milk, apple slices with peanut butter. Which snack will be the healthiest choice and give me the most energy for the day?
4. For dinner, my mom takes me to the drive-thru. I can choose the kids meal with: a cheeseburger, sweet potato fries and a milkshake, a fried chicken sandwich with waffle fries and sweet tea, or a baked chicken sandwich with apple slices and water. Which meal will be the healthiest choice and give me the most energy?
5. After my soccer game Jack's mom offers me a snack. I can choose; a juice box and a granola bar, an orange soda and a package of fruit snacks, or an orange and a bottle of water. What treat will be the healthiest choice and give me the most energy?