

# Teaching Food Is CATEgorical™



Interest Level: Grades K-2

Reading Level: Grade 1

**LEARNER**  **SOURCE™**

## Titles in this series:

*Apples, Cherries, Red Raspberries:*

*What Is in the Fruits Group?*

*Black Beans and Lamb, Poached Eggs and Ham:*

*What Is in the Meat and Beans Group?*

*Green Beans, Potatoes, and Even Tomatoes:*

*What Is in the Vegetables Group?*

*Macaroni and Rice and Bread by the Slice:*

*What Is in the Grains Group?*

*Oils (Just a Bit) to Keep Your Body Fit:*

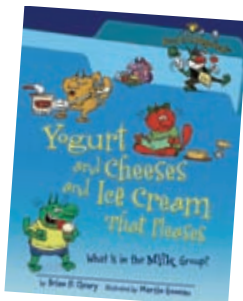
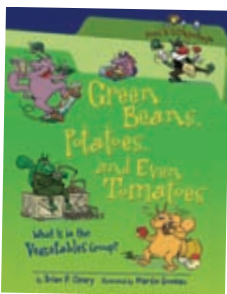
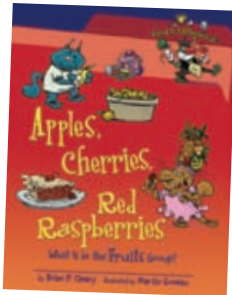
*What Are Oils?*

*Run and Hike, Play and Bike:*

*What Is Physical Activity?*

*Yogurt and Cheeses and Ice Cream That*

*Plases: What Is in the Milk Group?*



## Standards

### National Science Education

- Science as inquiry: abilities necessary to do scientific inquiry
- Life science: characteristics of organisms
- Science in personal and social perspectives: personal health

### AAAS Benchmarks for Science Literacy

- **The Human Organism** *Basic Functions:* Know that from food, people obtain fuel and materials for body repair and growth.  
*Physical Health:* Know that food provides fuel and materials for growth and repair of body parts. Know that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well.  
Know that as people grow up, the amounts and kinds of food and exercise needed by the body may change.

### Common Core Reading (Informational Text)

- Key Ideas and Details
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### CDC's SHER National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Multiple Intelligences Utilized

- Verbal-linguistic, visual-spatial, bodily-kinesthetic, logical-mathematical, intrapersonal, interpersonal

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# Lesson 1

## Food Groups Poem

### Purpose

Students will work with partners to write rhyming poems about the food groups.

### Materials

- Food Is CATegorical™ series
- paper
- pencils

### Prepare

- Choose two or three stanzas from the Food Is CATegorical™ series to explain rhyming stanzas.

### Pretest

- What is a rhyme? What is a poem?

### Read

- Read the Food Is CATegorical™ series.

### Model

- Write two or three rhyming stanzas from the books on the board.
- Explain what a rhyme is. As a group, brainstorm rhyming words related to food groups.
- As a class, come up with a new rhyming stanza about food groups.

### Practice

- In pairs, students will write rhyming poems about the food groups.
- Invite students to read their poems aloud or display the poems in the classroom.

### Discuss

- What did you like about writing rhyming poems?
- What did you find difficult about writing rhyming poems?

### Evaluate

- Evaluate students' participation in the activity and class discussion.
- Review students' poems for understanding of the food groups.

## Lesson 2

# Track Your Foods

### Purpose

Students will record what they eat and learn whether they're eating enough of each food group.

#### Materials

- Food Is CATegorical™ series
- Food Journal pp. 5–6
- pencils

#### Prepare

- Copy Food Journal pp. 5–6 for each student.

#### Pretest

- How many servings of each food group do you need every day?  
How many do you eat now?

#### Read

- Read the Food Is CATegorical™ series.

#### Model

- Demonstrate how to fill out Food Journal pp. 5–6. Fill in sample

meals and snacks in each of the Day 1 blanks.

- Show students how to count the foods eaten from each food group and add that total to the blanks at the bottom of the page.
- Review serving sizes for different foods. Use p. 31 in each food group book to find sample serving sizes.

#### Practice

- Over two full days, students will complete Food Journal pp. 5–6. Answer any questions and remind them that everything they eat should be listed on this page, even if it doesn't quite fit into a food group.
- Students will log their total servings at the bottom of the page and compare those to the recommended servings.

#### Discuss

- How close were you to meeting the recommended servings in each food group?
- Were there food groups you should eat more of? How could you try to improve this?

#### Evaluate

- Assess students' Food Journals pp. 5–6 to evaluate their comprehension of food groups.
- Evaluate students' participation in class discussion for understanding of the assignment.

## Lesson 3 Make a Game

### Purpose

Students will work in groups to design and play games that involve physical activity.

### Materials

- Food Is CATegorical™ series
- paper
- pencils

### Prepare

- Divide students into groups of four or five.
- Find space where students can play a physically active game.

### Pretest

- Why do we need to do physical activity? How is this related to the food groups?

### Read

- Read Food Is CATegorical™ series.

### Model

- Explain that each group will come up with its own game for the class to play. Each game must include physical activity, and all members of the class should be able to play.
- Use a well-known game such as hide-and-seek for a sample. Write on the board the rules of the game and how a person might win. Include a short description of the physical activity involved in the game.

### Practice

- In groups, students will invent a new game that involves physical activity.
- On their own paper, each group will write a short description of the

rules and physical activity involved in its game.

- Each group will share its game with the class. If time is limited, the class will vote on one game to play and then play it. If you have more time, play each game as a class.

### Discuss

- Which game did you like best? Why?
- Why is a book on physical activity included in a series on food groups?

### Evaluate

- Assess students' written and oral game descriptions.
- Evaluate students' teamwork and participation in the project and discussion.

## Assessment Food Group Minibooks

### Purpose

Students will create nonfiction books about the food groups.

### Materials

- Food Is CATegorical™ series
- minibook templates pp. 7–8
- stapler
- magazines and/or photographs
- pencils
- crayons
- glue

### Prepare

- Copy minibook templates pp. 7–8 for each student.
- Gather magazines and/or photographs or ask students to bring them from home.

### Pretest

- What are the food groups? What foods are in each group?

### Read

- Read the Food Is CATegorical™ series.

### Model

- Demonstrate how to fold the minibook template. Fold the first page (p. 7) in half horizontally. Then fold it in half vertically with the cover on the outside. Make the same folds with the second page (p. 8), keeping p. 3 of the minibook on the outside.
- Check that the template pages are in the right order. Staple them to

bind them together.

- Demonstrate how to complete a sentence on one of the pages. Then paste a photo or draw a picture to explain the sentence.

### Practice

- Each student will complete a minibook about the food groups.

### Discuss

- As a class, discuss similarities and differences between the minibooks.

### Evaluate

- Evaluate students' minibooks on completion and understanding of the food groups.

Name \_\_\_\_\_

## Food Journal

**Directions:** In each box, write down what you ate and how much of it you ate.

Meal	Day 1	Day 2
Breakfast:		
Snack:		
Lunch:		
Snack:		
Dinner:		

Name \_\_\_\_\_

**Food Journal (continued)**

<b>Meal</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Recommended</b>
Fruits			1 to 1.5 cups
Vegetables			1.5 to 2.5 cups
Milk			2 to 3 cups
Grains			5 to 6 ounces
Meat and beans			3 to 5 ounces
Other			Very little

The vegetables group  
has \_\_\_\_\_ and  
\_\_\_\_\_ in it. 7

My favorite food is  
\_\_\_\_\_, which is in  
the \_\_\_\_\_ group. 2

I only eat a little from the  
\_\_\_\_\_ group. 8

Food Groups

by

\_\_\_\_\_

5

I like \_\_\_\_\_ and \_\_\_\_\_ from the \_\_\_\_\_ fruits group.

4

The grains group has \_\_\_\_\_ and \_\_\_\_\_ in it.

I eat or drink \_\_\_\_\_ and \_\_\_\_\_ from the milk group.

6

I eat \_\_\_\_\_ and \_\_\_\_\_ from the meat and beans group.

3