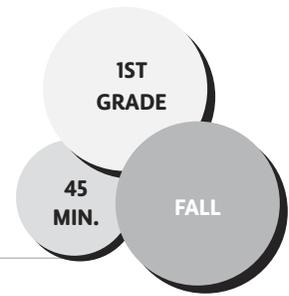


The Great Balancing Act

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

How can we balance food groups to make a healthy snack?

LEARNING OBJECTIVES

- ✓ Students will be able to identify foods in the various food groups.
- ✓ Students will be able to demonstrate how to make a healthy snack with one or more food groups.

CONCEPTS

dairy energy go, grow, glow
grain protein snack

Engaging the Classroom Teacher

- During Action Steps 2 and 4, suggest that the teacher support students in finding other students to pair with to make a healthy snack. During Action Step 4, the teacher can help students understand the difference between food groups.
- During Action Step 6, suggest that the teacher determine students who can help pass out tasting materials.

LESSON DESCRIPTION

In this lesson, students practice sorting food into different food groups and learn a healthy snack equation to help them invent food group

combinations. This lesson can be taught with the lesson Go, Grow, Glow and other lessons in the Go, Grow, Glow sequence.

MATERIALS

- Food Group Sorting Cards (pp. 173-175)
- MyPlate or Oldways food pyramids for each student
- 3 sheets of chart paper
- Plate or paper towel for each student
- 2 tubs of spread such as cream cheese or hummus (or slices of cheese)
- Butter knives for the spread
- Crackers, slices of bread, or pita
- Bowl of sliced fruit or vegetable, such as cucumber, apple, or tomato
- Healthy Snack Worksheet for each student (p. 172)

PREPARATION

- › Put the food group headings on each piece of chart paper with one sheet for grains, the second split in half for dairy and protein, and the third split in half for fruit and vegetables. Then write the corresponding headers, go, grow, and glow, at the top. Decorate the chart paper borders with images that will help students identify the categories.
- › Photocopy the Healthy Snack Worksheet.
- › Photocopy and cut out the Food Group Sorting Cards. Have two copies of each card, so students can use one copy during Action Step 3 and one during Action Step 4.
- › Slice the fruit or vegetable.

- › Portion spread into bowls for groups of 4–6 students.

SNACK IDEAS

GROW Protein or Dairy	GO Grain	GLOW Sliced Fruit or Vegetable
Cream cheese	Whole grain cracker	Cucumber
Hummus	Slice of bread	Tomato
Cheese slice	Pita	Apple
Sunflower butter	Rice cracker	Radish

ACTION STEPS

1. Engage: Ask students, *What do you usually have for a snack when you're hungry?* or *What snacks do you and your family share?* Take responses, then explain that having a snack is great for when you need some extra energy between meals, and today they'll learn how to make a healthy snack. **(5 min.)**

2. Sorting Foods: Pass out two copies of a food picture to each student, ensuring there's an even distribution of each food group, and ask students to find two other students who have food that they think would make a good snack together with theirs. Tell them they have one minute to find their other people and set a timer. Circulate through the room, and ask students to tell you why they grouped themselves together. Have a couple groups share what their snack is. **(5 min.)**

3. Explain Food Groups: Settle students down, and display the chart paper with food group headings you've prepared, pass out copies of MyPlate or Oldways food pyramids, and review each food group as a whole class. Say to students, *Grains are things like rice, cereal, bread, and crackers. These are foods that help give us energy. Raise your card if you think you have*

a grain. Then have students tape their card to the poster you've already created. Then explain dairy, saying something such as, *Dairy are all the foods that are made from milk that come from animals like cows and sheep. Butter and cheese are types of dairy.* Continue explaining each food group and having students add their card to the corresponding food group poster. **(5 min.)**

4. Combining Healthy Snacks: Explain, *Each food group helps your body, and when you make a snack, it's great to have three different food groups together.* Show them the concept as an equation: Protein or Dairy + Fruit or Veggie + Grain = A Healthy Snack! Review the concept of go, grow, glow foods, explaining that the grain is our go food, the protein or dairy is grow food, and the fruit or veggie is our glow food. Now have students find two more people in class to try make a healthy snack with a go food, a grow food, and a glow food. Circulate through the room, asking questions and checking for understanding. Then have students sit with their healthy snack partners, and call up volunteer groups to stand in front of the class and share what their snack is. Help students if they are missing one of the key food groups by asking someone from the audience to join them, for example say, *Does anyone have beans or cheese who can join this snack!?* **(5 min.)**

5. Hand-Washing Break (5 min.)

6. Making a Healthy Snack: Explain to students that you're going to create a healthy snack to eat in class, using the healthy snack equation. Assemble a snack in front of students as a model, explaining each step. Spread

cream cheese or hummus onto your cracker or piece of bread and then place a slice of your fruit or vegetable on top. Have a couple students help pass out materials for the snack. Remind students to wait until you tell them to eat their snack. If needed, help students with assembly. **(10 min.)**

7. Tasting: Have students try the snack together. As they finish, create more healthy snack ideas together as a class using the equation, and then have students try to recreate another with a partner. Have partners share their new snack ideas with the class. Say, *We can't always combine different food groups when we have snacks. Having a fruit or vegetable or dairy or protein by itself is also a great option.* **(5 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

Social and emotional learning

- Ask yourself: Did I share and take turns with my classmates?

Check for understanding

- What was the grain part of our snack? What was the protein part of our snack?
- What would be another tasty vegetable to use for our snack?
- How would you make a healthy snack for your friends or family? What three things would it include?

ADAPTATIONS

Extension: Have students create and draw an ideal meal incorporating all five food groups. It can be fun to do this on paper plates.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners *about grade 1 topics and texts* with peers and adults in small and larger groups.

Name: _____ Date: _____

A Healthy Snack Worksheet

GO GROW GLOW

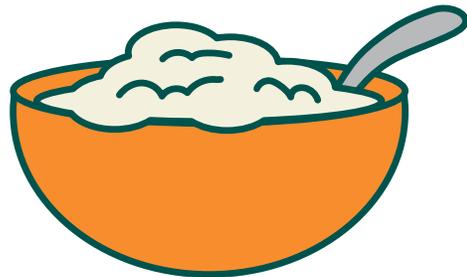
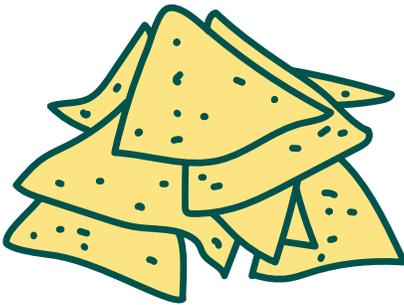
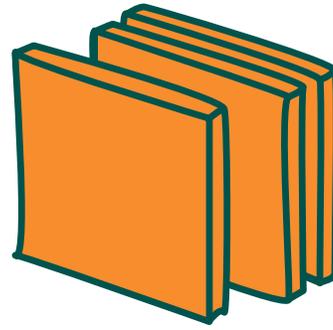
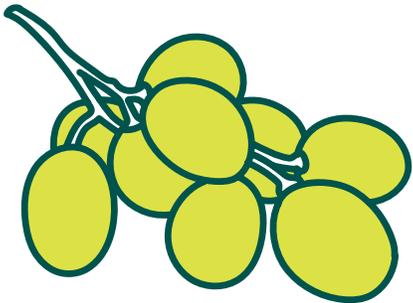
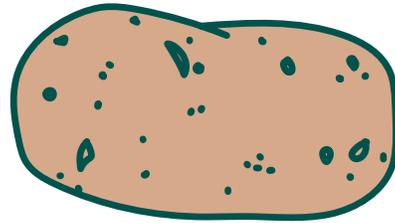
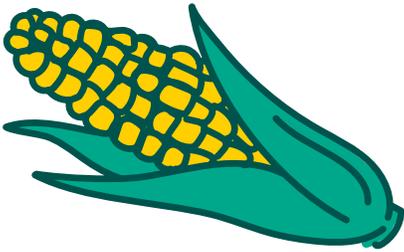


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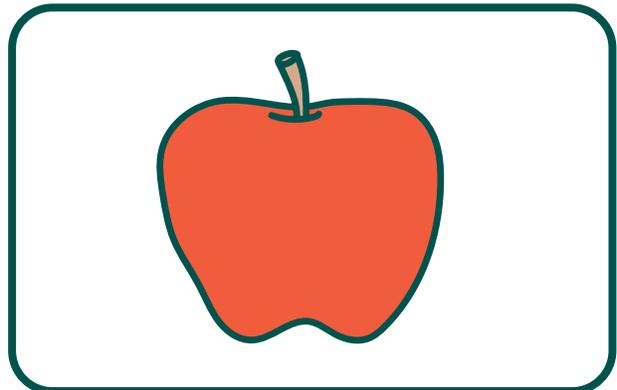
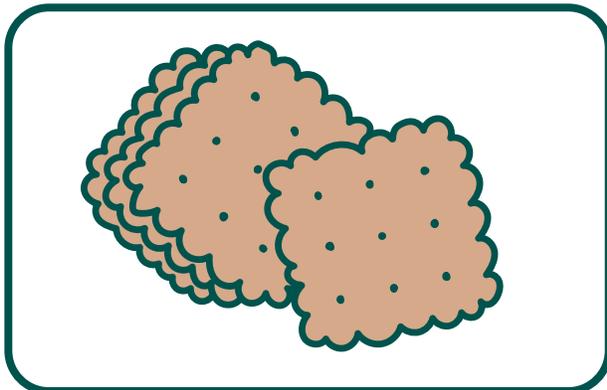
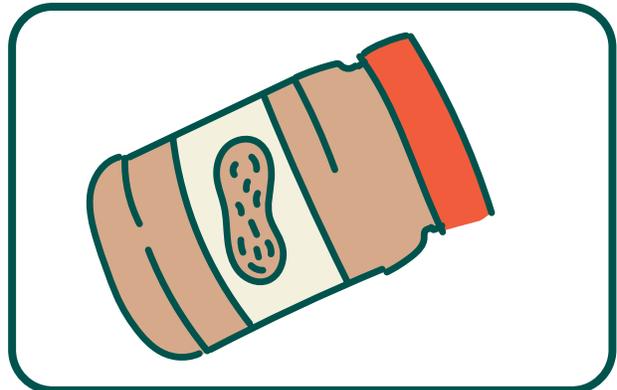
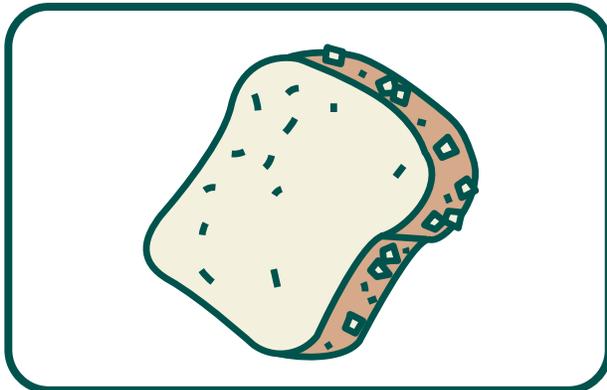
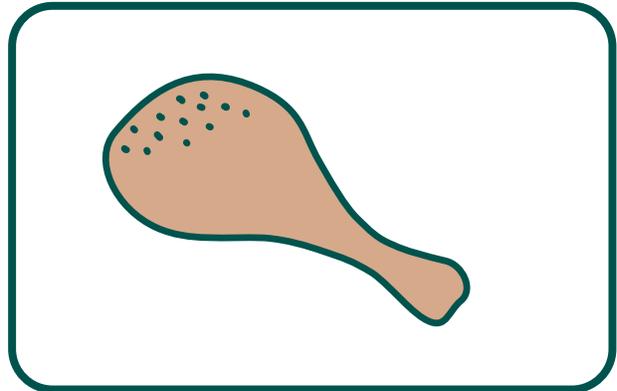
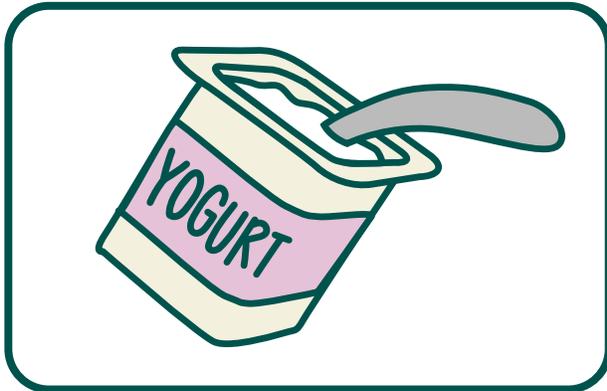
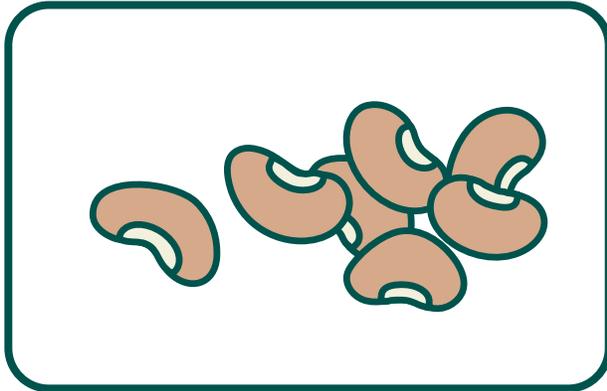
2. _____ + _____ + _____ = _____

3. _____ + _____ + _____ = _____

Food Group Sorting Cards



Food Group Sorting Cards



Food Group Sorting Cards

