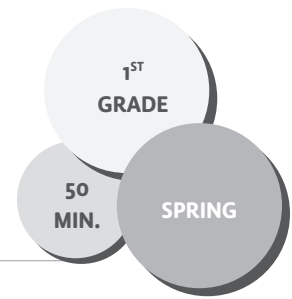


Our Food Traditions

THEME: CONNECTING FOOD, CULTURE, AND COMMUNITY



ESSENTIAL QUESTION

Why do we celebrate important moments with food?

LEARNING OBJECTIVES

- ✓ Students will be able to identify food groups.
- ✓ Students will be able to illustrate a celebratory food tradition.

LESSON DESCRIPTION

In this lesson, students review the food groups and learn about diverse food traditions by making a drawing of a special meal they've eaten and sharing their drawing with their classmates.

MATERIALS

For each student

- paper plate
- 1 fork (optional)
- Markers and colored pencils
- Food Group Sorting Cards (pp. 297–299)
- Other food group resources, such as handouts of MyPlate or Oldways food pyramids

PREPARATION

- › On a paper plate, create your own drawing of a special food memory to serve as a model for students. Label the different food groups.
- › Photocopy and cut apart Food Group Sorting Cards.

- › Photocopy other food group resources, such as handouts of MyPlate or Oldways food pyramids.

ACTION STEPS

1. Engage: Explain to students that eating food together is a special way to share time with people you care about. Ask, *What does it mean to celebrate?* Tell students that today they're going to think about the food they have eaten when they celebrated something, and they will share that with their classmates. Say, *Think of a time you shared a special meal with your friends and family, called your community, when you were celebrating something. (5 min.)*

2. Drawing a Celebration: Pass out paper plates. On the back, have students draw pictures of their special event. Encourage them to draw pictures of the people who were there and the activities they did. **(10 min.)**

3. Reviewing Food Groups: Show students the Food Group Sorting Cards, and ask them which foods belong in each group. Then tell students the story of your special meal, and show them the paper plate drawing of your meal. Ask questions so that students identify the food groups of your meal. For example, say, *My special meal included macaroni and cheese. What are the two food groups in macaroni and cheese?* After you've gone over each food

group in your meal, tell students that they're going to be drawing their meal on the front of their paper plate just like you did. Explain that it's fine if their meal only includes one or two food groups. **(5 min.)**

4. Drawing Paper Plate Meal: On paper plates, have students draw the meal they ate at their special event, labeling the different food groups. You may want to have some resources on hand such as MyPlate, Oldways food pyramids, and the Food Group Sorting Cards, to help students recall the different food groups. Give students a three-minute warning to finish their drawing, but also let them know it's okay if they're not done because they can add more later. **(10 min.)**

5. Sharing with Partners: Tell students, *Now you're really lucky because you're going to swap meals with a partner, and use your imaginations to enjoy your partner's tasty dish!* Model the process: Ask a student to trade plates with you, and ask the student to describe the meal that you drew. Then ask the student to describe their meal to you. Enthusiastically pretend to eat the student's meal, commenting on what you're tasting. As students do this, you can pass out forks to enhance the experience of pretending with a prop. **(5 min.)**

6. Passing Plates Whole Class: Have students gather in a circle with their paper plate meals to share. Build anticipation by saying something like, *Have you ever eaten thirty meals at the same time? Well, get ready because that's what we're about to do.* Explain that they're going to pass plates around the circle so that every student will get to experience everyone else's meal. Tell students the signal you'll use when it's time to pass plates, such as saying,

Lettuce switch! Encourage students to observe their classmates' plates, look for all the food groups, and then pretend to eat the meal portrayed. Before you begin, discuss ways of showing respect and appreciation for another person's work, such as making *yum* or *mmm* sounds while they're pretending to eat, and by handling one another's paper plates with care. Start the activity, and give students about ten seconds with each plate before giving the signal to switch again. Pass meals in one direction, at the same steady pace, until all students have their meal returned to them. **(10 min.)**

REFLECTION

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

- *What were some example foods from each of the food groups? Go through them one by one.*
- *What were some things you learned about one another in this activity? What were some things you learned about food?*
- *When we were learning about each other's culture and traditions, what were some ways we showed respect and appreciation for one another?*

ADAPTATIONS

Language: Ask students to share the names of their dishes if they know them. If the name is something unfamiliar to students, have the class practice saying it together.

At Home: Have students bring a paper plate home to illustrate together with a caregiver while discussing a special meal.

ACADEMIC CONNECTIONS

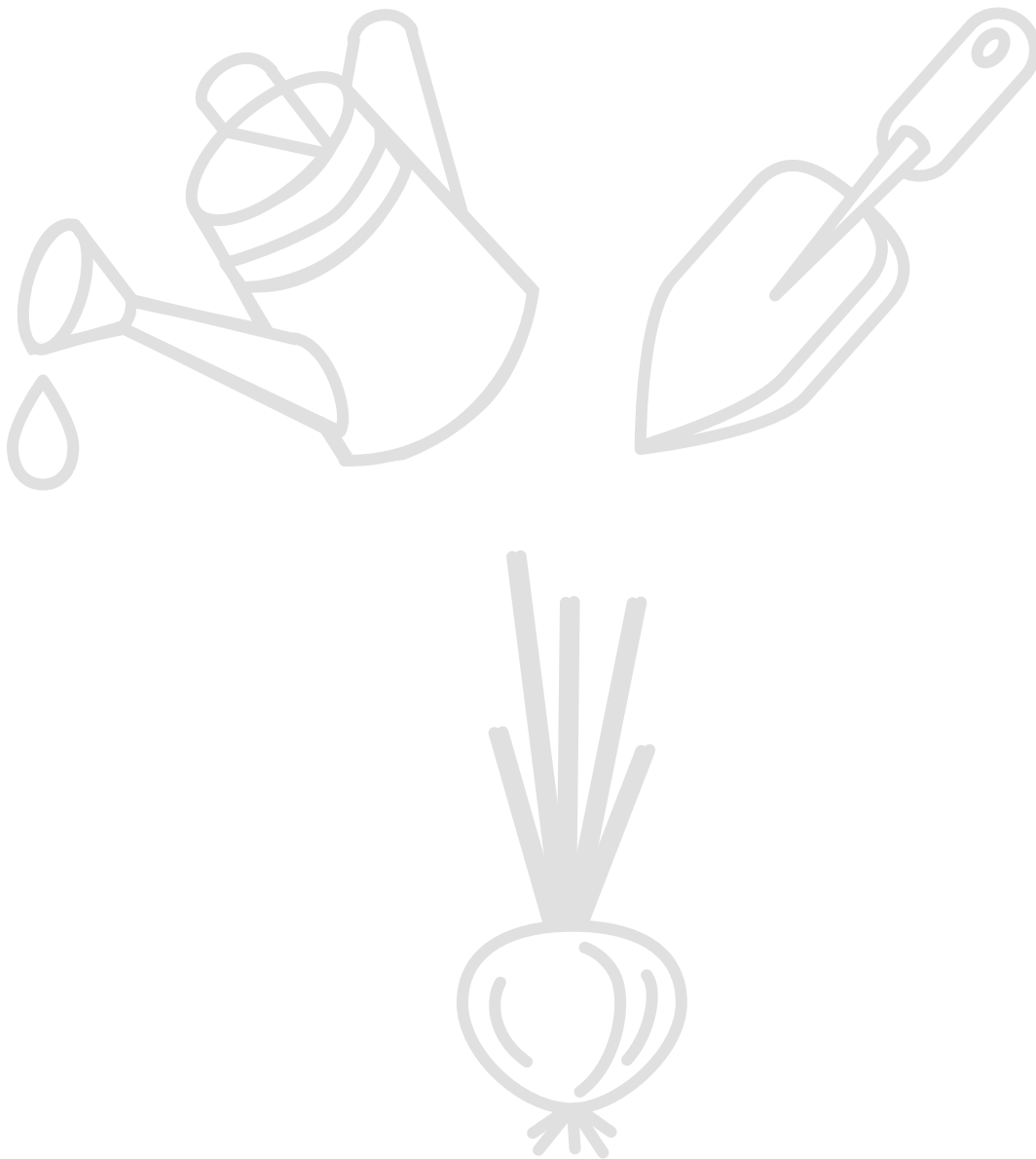
English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.1.1

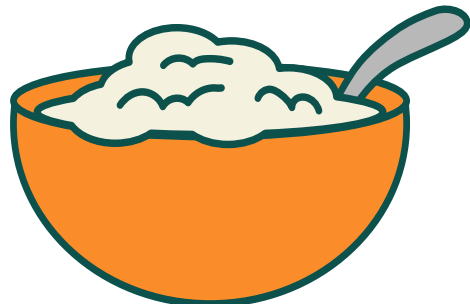
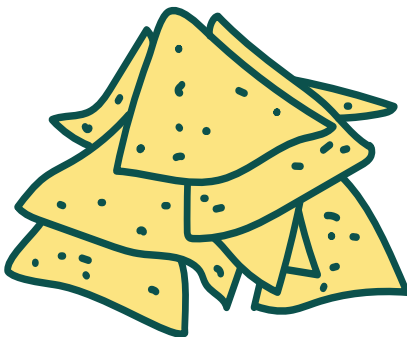
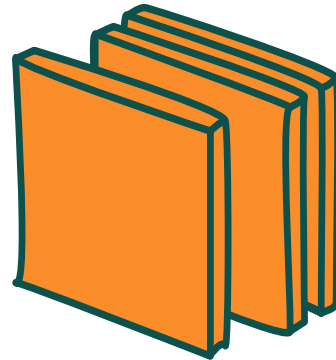
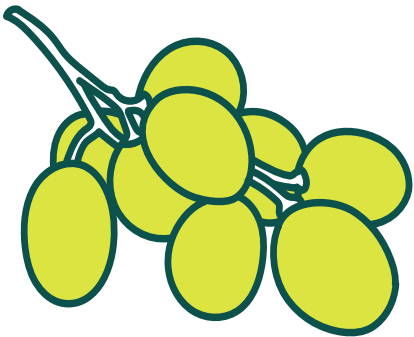
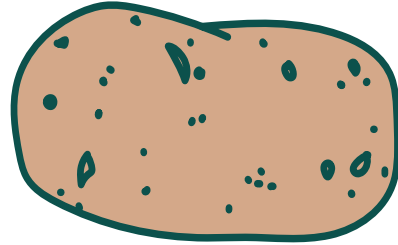
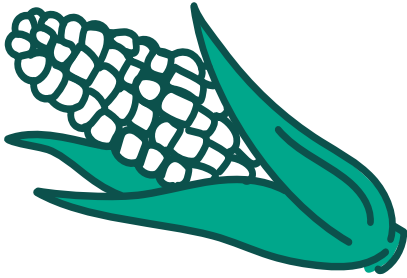
Participate in collaborative conversations with diverse partners *about grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.4

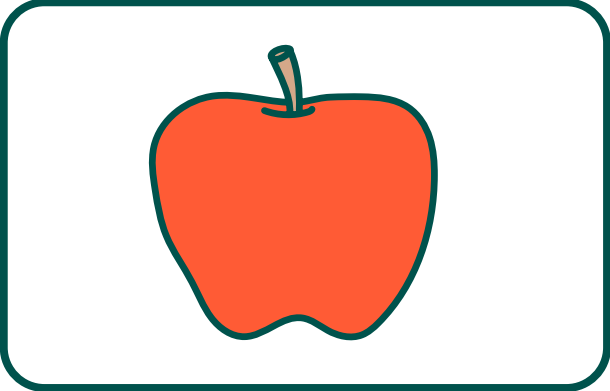
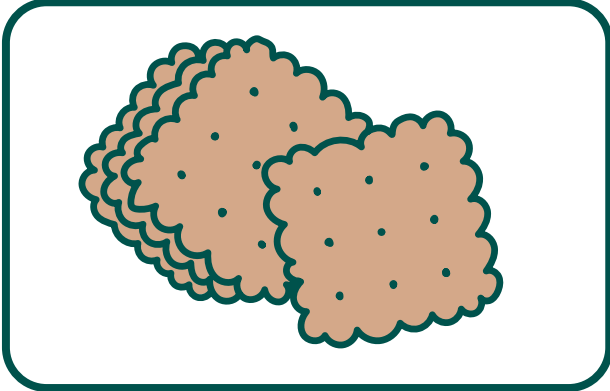
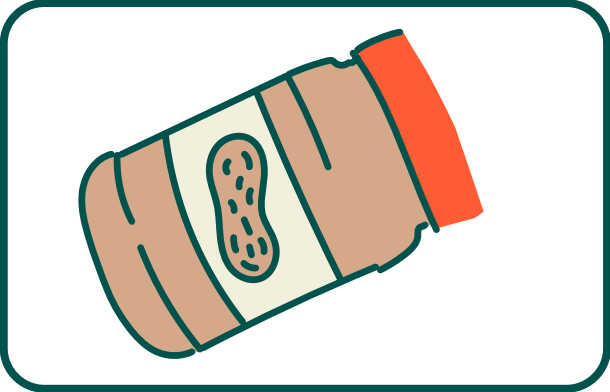
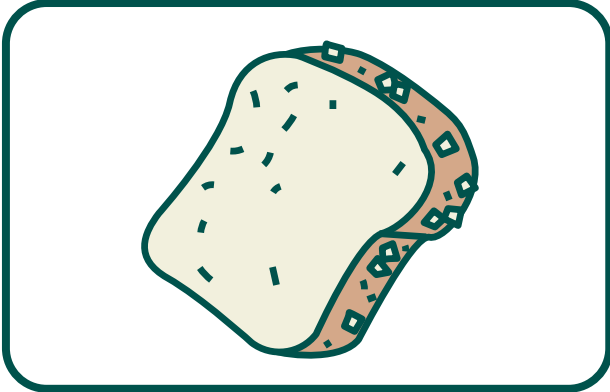
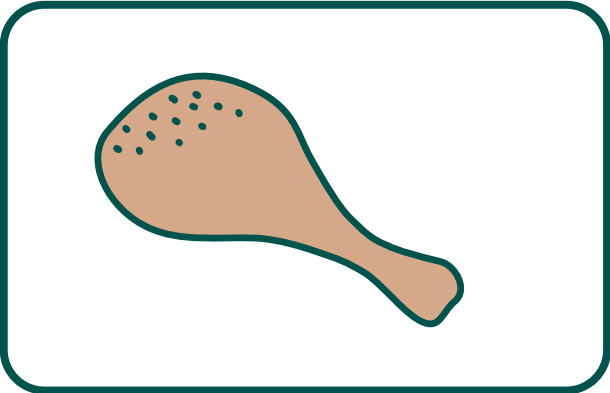
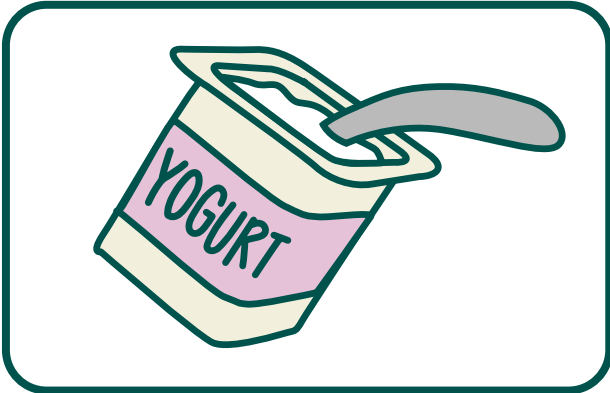
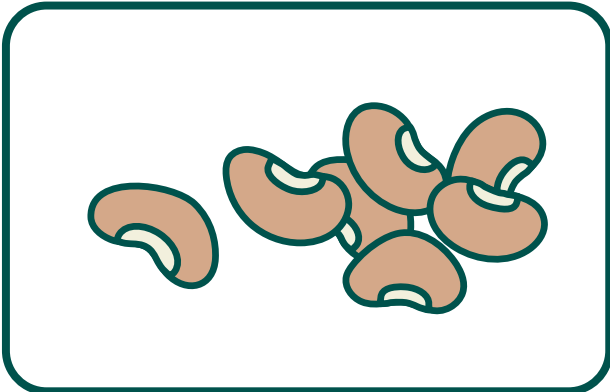
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



Food Group Sorting Cards



Food Group Sorting Cards



Food Group Sorting Cards

