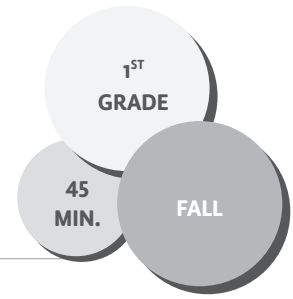


# The Great Balancing Act

**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.

## 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.

### MATERIALS

- MyPlate or Oldways food pyramids for each student
- 1 plate or 1 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
- 1 Healthy Snack Worksheet for each student (p. 262)
- Food Group Sorting Cards (pp. 263–265)

## PREPARATION

- › Photocopy the Healthy Snack Worksheet.
- › Photocopy and cut out the Food Group Sorting Cards.

- › Slice the fruit or vegetable.
- › Portion spread into bowls for groups of 4–6 students.

### SNACK IDEAS

Protein or Dairy	Grain	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:** Provide groups with food pictures, and have them sort the pictures into groups however they'd like. Circulate through the room, and ask students to tell you how they grouped the pictures. **(5 min.)**

**3. Explain Food Groups:** Pass out copies of MyPlate or Oldways food pyramids, and review each food group as a whole class. Have students sort again by food groups. Circulate through the room, checking for accuracy and asking questions to get students back on track,

such as, *Why are these foods are grouped together?* **(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 combine the food pictures to create a healthy snack. Circulate through the room, asking questions and checking for understanding. **(5 min.)**

**5. Wash Hands 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, have them create more healthy snack ideas using the equation, and share their new snack ideas as a 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.)**

- *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

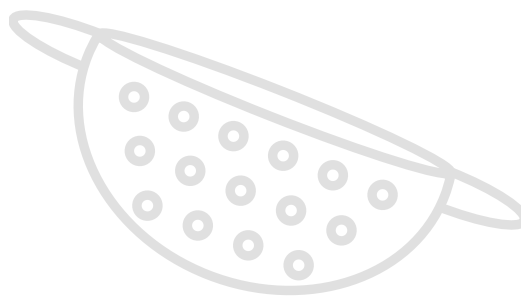
**Extension:** Have students create and draw an ideal meal incorporating all five food groups. It can be fun to do this on paper plates.

## ACADEMIC CONNECTIONS

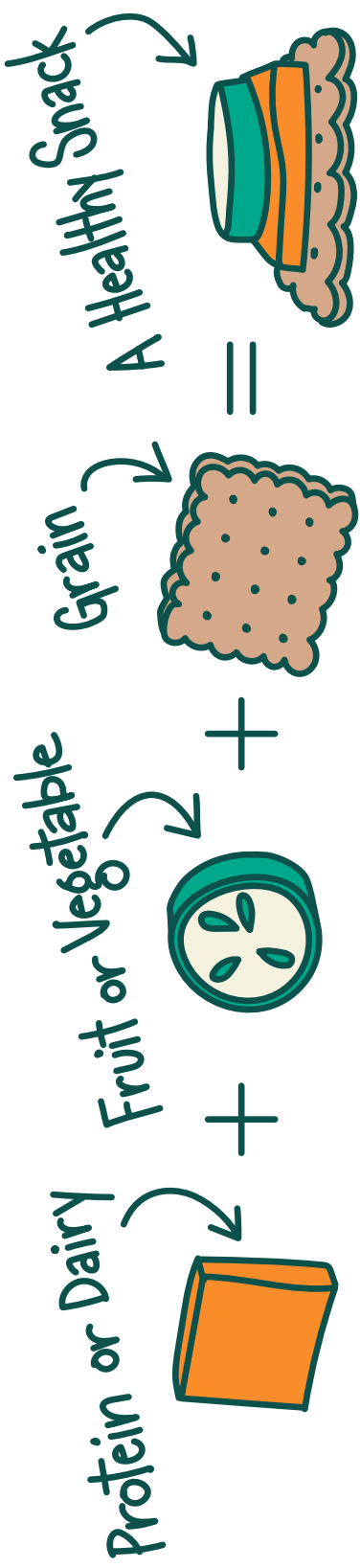
English Language Arts Common Core State Standards

### **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.



# A Healthy Snack Worksheet

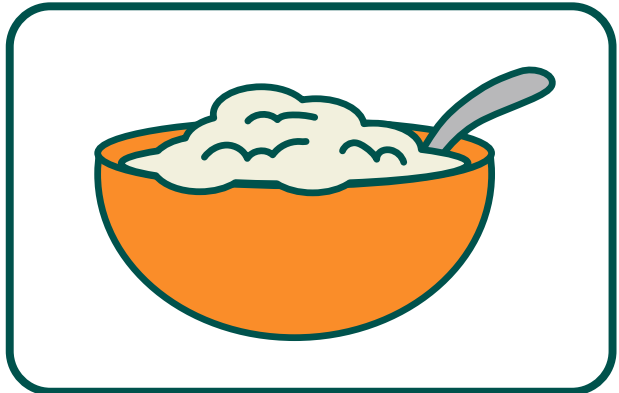
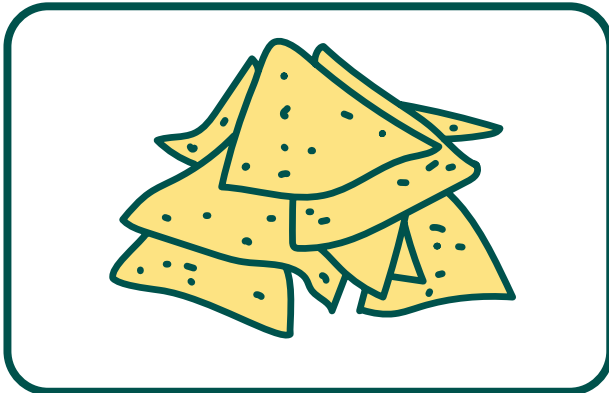
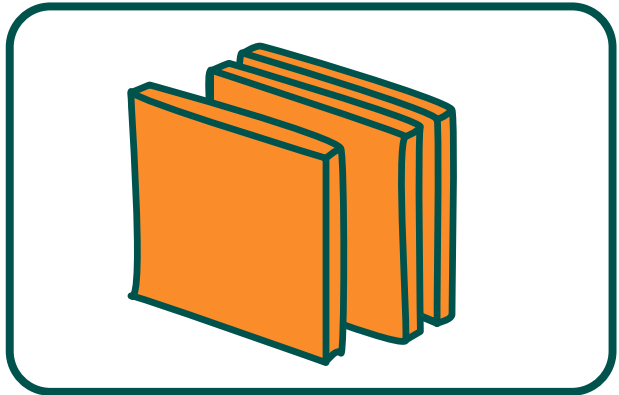
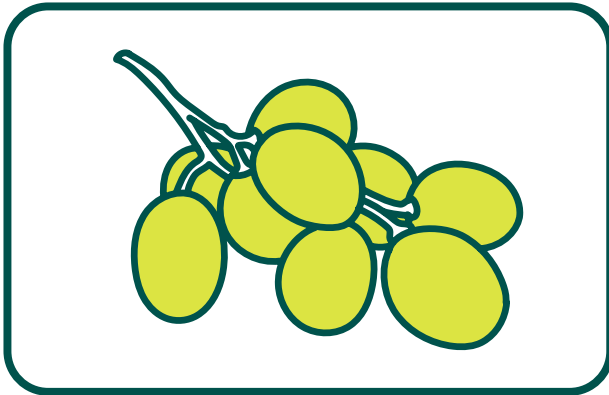
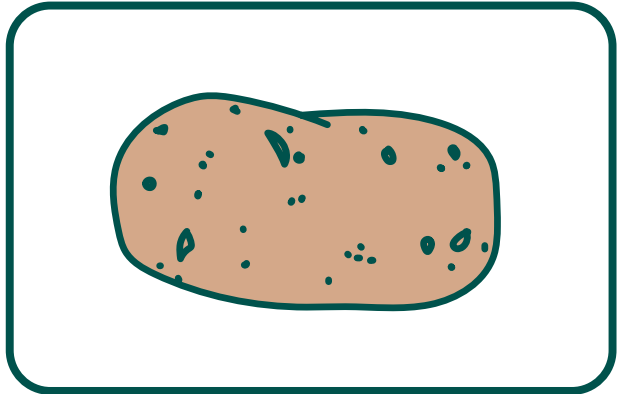
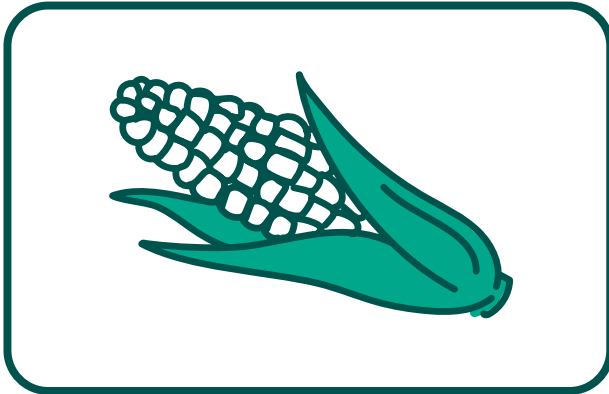


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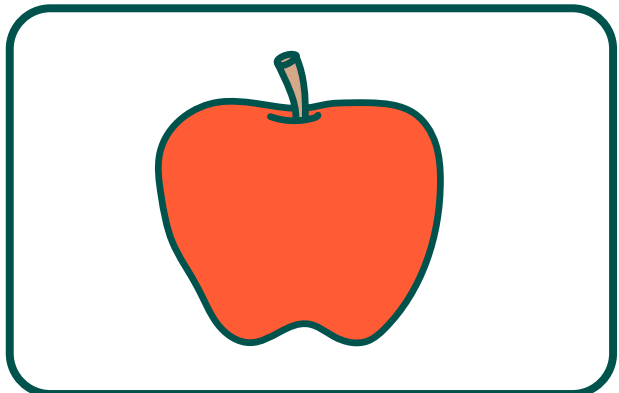
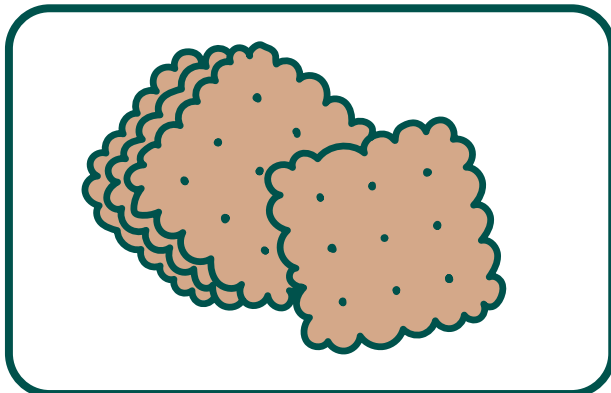
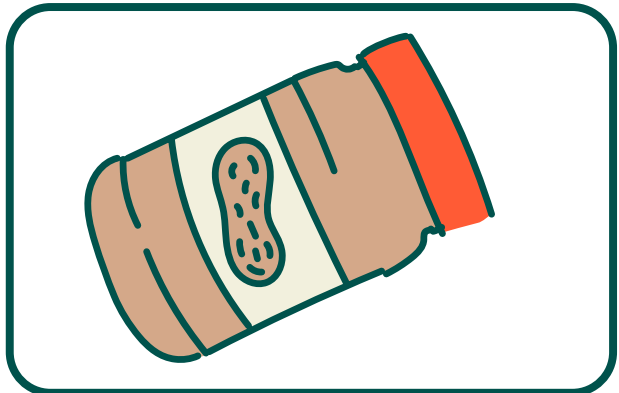
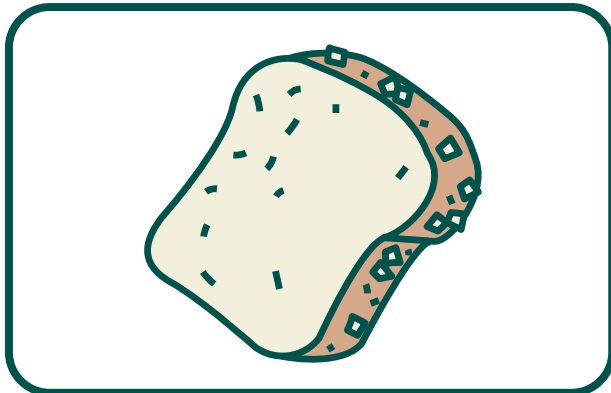
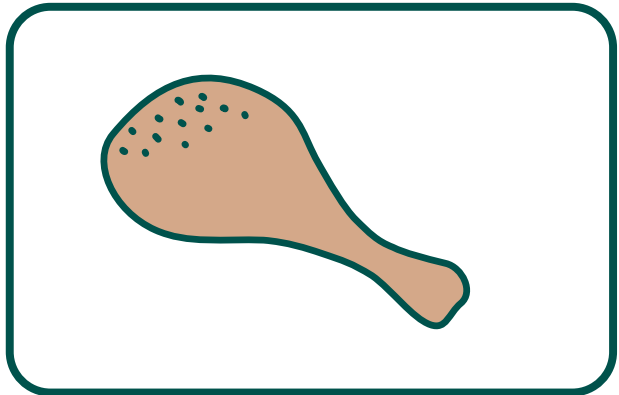
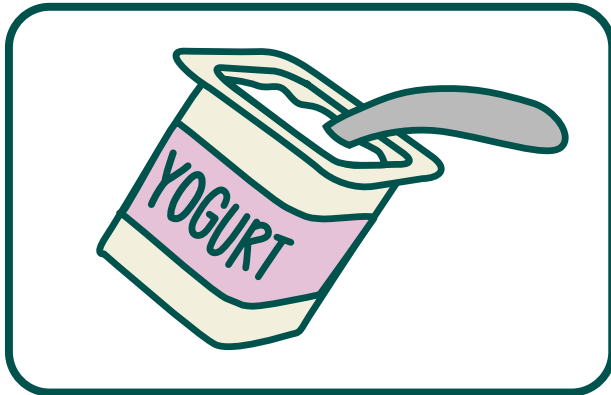
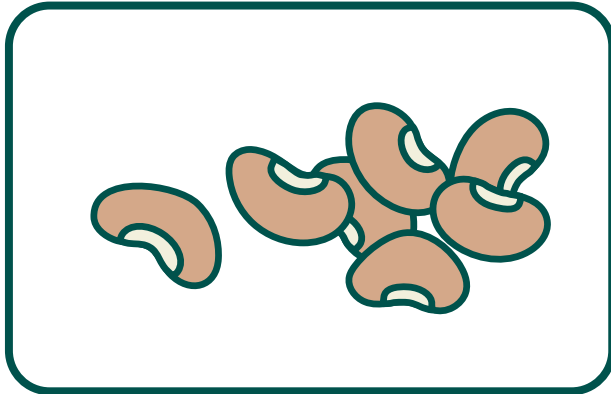
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# Food Group Sorting Cards



# Food Group Sorting Cards



# Food Group Sorting Cards

