

Lesson 1: Meet the Royal Food Family

30-45 minutes Whole group activity/no activity centers

Activity Overview:

Students will learn that they need Five Food Groups and physical activity to grow up healthy. As they listen to a story about how the Royal Food Family helps a sick little dragon learn about the Five Food Groups, the students will provide sound effects and pantomime. A whole group activity will help them remember the food group names and the lesson will end with the Food Model Bingo game.

Objectives: Students will be able to:

- *Name the Five Food Groups
- *Listen to a story in order to respond appropriately through movement
- *Use information to make predictions
- *Identify and compare characters in a story

Materials and Preparation: See page 2

Lesson Plan: See pages 3-9

Materials and Preparation:

- 1) 20 copies of "Little D The Five Food Groups Dragon" This will already be copied and located in the hanging file box on cart. Check to make sure there are 20 copies prior to the lesson. *Be sure to collect them from the students at the end of the lesson. These are not for the students to keep.*
- 2) "Royal Food Family Trading Cards" These will already be copied and located in the hanging file box on cart. Check to make sure there are at least 20 cards prior to the lesson. *Be sure to collect them from the students at the end of the lesson. These are not for the students to keep.*
- 3) 20 copies of "Food Model Bingo" This may already be copied and located in the hanging file box on cart (if not, you can make copies from your teacher's Nutrition Docent Manual or from PTC's website.) Check to make sure there are 20 copies prior to the lesson. Students will be able to take this home after the lesson.
- 4) Laminated character name cards and board magnets. (in hanging file box)
- 5) Laminated "Reminders" chart and board magnet. (On cart)
- 6) Laminated choral reading cards and board magnets. (On cart)
- 7) Copy of story: *The Royal Food Family to the Rescue*. (In Nutrition Docent Manual on cart)
- 8) Bell (to signal freeze and listen) (On cart)
- 9) Pointer stick with apple at the end to point to choral reading cards (optional use of the stick) (On cart)
- 10) Box of plastic food items for bingo game. (On cart)
- 11) Physical activity cards for use with bingo game. (In hanging file box)
- 12) Dragon head: one per class (in hanging file box.) Classroom teacher will provide a small bulletin board area in which to display the dragon head. The head will be introduced at the end of today's lesson and the body parts will be added in lesson 2 and 3.

13) Overhead Vis a Vis marker *not a whiteboard marker!*

Lesson Plan: Activity 1

*Since this is the first nutrition docent lesson of the year, take a few moments to introduce yourself, write your name(s) on the whiteboard and explain that in our third grade nutrition docent program we will learn about how to get and stay healthy.

*In addition, take a few minutes to go over some simple rules:

-Raise your hand if your have a question or an answer.

-Listen and follow directions.

-If the docent doesn't have an answer to a question, write it down and after the lesson we'll do our best to find the answer for them.

1. Start by asking:

**What does it mean to be healthy?*

**Why is being healthy important to students your age?*

**What are some things you can do to stay healthy?*

**Who wants to feel good?*

** Who wants to do well in school and sports?*

2. Introduce the story, "**Royal Food Family to the Rescue.**" Tell the students that the story you will be reading is a story about getting and staying healthy.

*Hang up the character names on the whiteboard with the magnet clips. **DO NOT** hang up Little D's name yet. This will be added later. Point to each name on the cards one at a time and read the name aloud. Have students repeat the name. Pause after each name and have them imagine what that character looks like. Do this for each character.*

Optional: You may ask for a couple of descriptions or have students tell their neighbor.

3. Explain that the students need to watch and listen carefully so they can make sound effects and act out action words (verbs) while you read the story.

Hang up dialog card on whiteboard with magnet.

**Explain:*

When I point to my stomach, you will say, "Ow,ow,oooh,aah,oooh!"

Have students practice reading the phrase as you point to the dialogue card.

When I point to my mouth, you will say, "Mmmm, good!"

Have students practice reading the phrase as you point to the dialogue card.

Explain that several times in the story, one of the characters does an activity (action word-verb). When you point to the class this indicates there is an action and they need to act it out. This is a great time to talk about pantomimes.

Pantomimes are actions but without talking. Some students may think of charades as being similar.

Ask: If someone in the story is playing basketball, how would you act it out? Call on a volunteer.

How would you act out dancing? Call on a volunteer.

**Establish behavior boundaries by going over the items on the "Reminders" chart and hang it on the whiteboard with magnet.*

Ask: Who can tell me what it means to stay in your personal space? Solicit answers from students but focus on the point that body parts such as arms, legs, and hands should not be touching anyone. Also remind students that a pantomime does not include using voices.

Our signal to freeze will be when I ring the bell. Let's practice. Everyone act out jogging in place.

Wait a moment and ring bell. If possible, compliment a couple of people who followed instructions: personal space, no voice and frozen.

Let's try one more: Everyone act like you are swimming.

Wait a moment and ring bell. If possible, compliment a couple of people who followed instructions: personal space, no voice and frozen.

If your group has very "high energy", you may need to narrow boundaries by calling on specific students to act out parts rather than having the whole class act every part during the story.

4. Read, "Royal Food Family to the Rescue." There are a couple of places in the story where you can stop and ask predictions.

5. When you finish the story, ask:

Which character did we meet in the story that isn't on the whiteboard? Little D

Now add the character name "Little D" to the whiteboard list of characters. Ask:

* *Why was Little D making that awful sound?* He was sick.

* *Why do you think Little D was sick?* Little D didn't eat any foods from the Five Food Groups.

* *What do you think will happen when Little D gets to the Pyramid Palace?* Accept all reasonable answers.

6. Distribute the "Little D, the Five Food Groups" mini poster to each student. Find the name of each character that is hanging on the whiteboard and have students find that character on their mini poster. Ask:

* *Before you heard the story, think about how you imagined each character would look like.*

** Is there a character that looks different than what you imagined? Solicit responses, but keep it brief.*

** What food group is represented by this character? Choose a character and have students find on their poster the food group that the character represents.*

As you go through each character, hang your character pictures up and write the food group in overhead marker on the laminated posters. (After the lesson simply use a damp paper towel to erase.)

*Sir Milkford the Scholar =Milk Group

*King Henry the Egg = Meat Group

*Princess Peapod = Vegetable Group

*Queen Anna Banana = Fruit Group

*Prince Waffle = Grain Group

Additional questions:

** Why do you think the artist chose that food for that character's body? Because the food belongs in that character's food group.*

** What food did this character give to Little D to make him healthier?*

** What other foods are pictured on the poster for this food group?*

7. Ask students to spread out their fingers on one hand, close their eyes, and see how many food groups they can remember, bending down one finger for each food group.

8. Talk about the importance of physical activity for staying healthy. Students may answer the questions verbally or you could have them act out their responses.

**In the beginning of the story, the Royal Food Family was outside playing. What was Henry the Egg doing? Shooting baskets.*

**What was Queen Anna Banana doing? Swimming.*

**What was Princess Peapod doing? Skating.*

**What was Price Waffle doing? Jumping rope.*

** Why do you think they were playing? Accept all reasonable answers.*

****Being active is fun and it also helps keep your body strong and healthy. What kinds of physical activities do you enjoy?** Accept all reasonable answers.*

9. Distribute one Royal Food Family trading card to each student. Explain:

**Each card has the picture of one Royal Food Family member.*

**Each card also has two sentences.*

**One by one, each of you will read the sentences on your card.*

***Do not write on your card.** Think about what word belongs in the blank as you read your sentences. Also, tell us one food in that group that you like.*

Select a card and demonstrate. Help guide students through this process. If this process seems to be too time consuming, do a few together and then finish up by having each student tell a friend their two sentences and a food they like in that group.

10. Collect all cards and the Little D mini poster from each child. (These will go back in the hanging file box.) **Erase the whiteboard marker from the character cards on the whiteboard. You will be using them in step 12.**

11. Introduce and play Food Model Bingo.

*Distribute a bingo paper to each student.

* Randomly select a food model from box.

*Ask students to identify the food and the food group it belongs to.

* Students will mark an "X" in just one box on their bingo card that contains that food group.

*The first player to fill five squares horizontally, vertically, or diagonally wins.

* The winner(s) will choose a card from the activity envelope. The student may choose to have the whole class do the activity or just do it by themselves.

*The category "Other" means junk food.

Sample Instructions:

*I will pull out a food model or activity prop from my box. With your pencil find a box on your bingo card that goes along with that food or activity. Place an X in **one** box that has that food group word in it. You may not change your X once you have made it.*

Once you have 5 X's in a row either across (horizontally), up and down (vertically) or corner to corner (diagonally), raise your hand and we'll double check to make sure you have Bingo.

*The winner(s) will choose a card from my activity envelope. You may choose to have the whole class do the activity or just do it yourself. Demonstrate an example: For instance if I choose a card with an egg on it I could mark out a box-**only one box**-that says meat group. One reminder: The "other" category on your bingo card means what we think of as junk food.*

Now let's pretend I have 5 x's in a row and I get to choose an activity card and it says, "Do 3 jumping jacks," then I can choose to do the 3 jumping jacks myself or have the whole class do it.

Are there any questions? If there are more than a couple of questions, suggest you all play and they'll get the hang of it as you go.

If time permits you may play again. The bingo cards have been run back to back so there is enough room for 4 games.

12. Check for understanding:

**Show me with your fingers how many food groups there are. 5*

***Holding up each of the character poster cards as visual cues, ask the students to answer in unison:**

** Sir Milkford the Scholar stands for what food group? Milk Group*

** King Henry the Egg stands for what food group? Meat Group*

** Princess Peapod stands for what food group? Vegetable Group*

** Queen Anna Banana stands for what food group? Fruit Group*

** Prince Waffle stands for what food group? Grain Group*

13. **Closure:** Show students the dragon head. Explain:

**During the next few lessons the Royal Family is going to teach Little D about how to eat foods that will help him grow, feel good, and be his best at school and play.*

**We'll make our own Food Group Wall Dragon as we learn about the Five Food Groups.*

**Your teacher will display our class dragon to help us remember to eat from all five food groups.*

Questions and clean up

Food Model Bingo

Milk	Meat	Vegetable	Fruit	Grain
Physical Activity	Fruit	Milk	Meat	Vegetable
Fruit	Physical Activity	Grain	Other	Milk
Meat	Vegetable	Fruit	Grain	Vegetable
Milk	Meat	Vegetable	Physical Activity	Grain

Milk	Meat	Vegetable	Fruit	Grain
Physical Activity	Fruit	Milk	Meat	Vegetable
Fruit	Physical Activity	Grain	Other	Milk
Meat	Vegetable	Fruit	Grain	Vegetable
Milk	Meat	Vegetable	Physical Activity	Grain