

# Lesson 5 : King Henry's Meat Group

30-45 minutes Whole group activity

## Activity Overview:

Students will listen and respond to a story using pantomimes (similar to Lesson 1) to learn about the Meat Group. Students will classify foods in the Meat Group into foods that come from plants and animals. Lastly, students will be conducting a taste test at the end of the lesson.

Objectives: Students will be able to:

- \*Identify foods that are part of the Meat Group
- \*Understand that the Meat Group provides nutrients that help with muscle development.
- \*Sources of protein can come from plants or animals.
- \* Review foods from other food groups.
- \*Listen to a story and respond appropriately.

Materials and Preparation: See page 2

Lesson Plan: See pages 3-6

## Third Grade Science Docent Lesson 5

### Materials and Preparation:

- 1) Laminated character name cards and board magnets -These were also used in lesson 1 (located in hanging file box)
- 2) 20 laminated copies of Five Food Group Dragon mini poster- collect at the end of the lesson (located in hanging file box)
- 3) Behavior "Reminders" chart. (on cart)
- 4) Bell to signal when to freeze. (on cart)
- 5) One copy of story to read out loud: "The Mighty Muscle Meat Group" (in hanging file box)
- 6) Plastic food models. (This is optional for step 10)
- 7) 20 copies of worksheet "King Henry's Meat Group." Students will be able to take this home after the lesson. ( in accordion file)
- 8) 20 boxes of raisins small snack size provided by classroom docent** (make sure that your receipt has no other purchases on it and submit it to the PTC treasurer for reimbursement)
- 9) 1 bag of whole almonds provided by classroom docent** (make sure that your receipt has no other purchases on it and submit it to the PTC treasurer for reimbursement)
- 10) Napkins (on cart)
- 11) Dragon body part (purple circle) for the Meat Group.  
Today you will also add the tail to the end of the dragon.  
Both items are in the hanging file box. Classroom teacher will provide a small  
bulletin board area in which to display the dragon head and attach the last body part.

## Lesson Plan: Lesson 5

### Review:

*Think back to the story we heard about the Royal Food Family and Little D.*

1. Distribute the Five Food Group Dragon mini poster to each student. Remember to collect them at the end of the lesson.

2. *Today we are going to learn about the Meat Group.*

*\*Which member of the Royal Food Family stands for the Meat Group?*

King Henry the Egg

*\*Why is he a good character to teach about the Meat Group?*

Because an egg is in the Meat Group.

*\*Which Meat Group foods do you see on the poster? Egg,*

*hamburger, peanut butter, chicken leg, tuna, sunflower seeds*

3. *Today we'll hear another story of how King Henry the Egg taught Little D all about the Meat Group. Once again, I need your help acting out what Little D is doing as I read the story.*

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.

**Review pantomimes if needed-otherwise go on to step 4.**

(If needed review 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.

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

*Our signal to freeze will be when I ring the bell. Let's practice.*

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.

5. Read, "The Mighty Muscle Meat Group" aloud as kids act out actions.

6. Ask:

\* *What do think Little D saw when he looked at his chest? Accept all reasonable answers.*

\* *Why do you think the purple square with "Meat Group Foods" appeared on his chest? Because he learned about the Meat Group.*

7. *I am going to pass out a worksheet to you called, "King Henry's Meat Group." We will read over the foods together. As we read each one, if you have ever eaten that food I want you to make a muscle with your arm. Demonstrate and distribute the "King Henry's Meat Group" worksheet-one per child.*

You may read each food or you may call on volunteers.

8. As a whole group, in partners, or individually, have students classify the foods on the worksheet as coming from a plant or an animal. After several minutes, review their answers.

\**Which foods come from a plant? Peanuts, almonds, kidney beans, peanut butter*

\* *Which foods come from an animal?* Pork chop, tuna, turkey, shrimp, ham, hamburger

\* *Can you think of other foods that you have eaten that are a part of the Meat Group?* Accept all reasonable answers.

9. Taste sample: Almonds and raisins.

**Remember to only give a sample to students that want to try, and also only to those students that have returned their permission to taste form. If you have a child that is allergic to a particular food, they may have just the raisins or the almonds. If a child hasn't returned their form tell the student you will give some to the teacher in a baggie and she'll give them a sample tomorrow after the form is returned.**

\* *Today we are going to try a sample of a healthy snack that includes a food from the Meat Group and a food from the Fruit Group. It is a mixture of almonds and raisins.*

*Which food belongs to the fruit group?* Raisins

*Which food belongs to the meat group?* Almonds

Pass out a napkin, one small box of raisins, and a small handful of almonds to each student that wants to try the sample. Instruct students that on their napkin they can mix the 2 ingredients together, or leave them separate.

\* *One small box of raisins counts as a half of a fruit serving and about 6 almonds counts as a half of a meat serving. (1/3 cup of nuts is considered a full serving)*

As kids are munching you can get ask for their opinions about this snack and collect the Five Food Group mini poster. Give students a few minutes to eat and then while they are finishing up, go on to step 10.

10. You may read the list below or pull out items from the plastic food models and have kids respond with the following movements.

*I am going to say the names of some food items. If it belongs to the Meat Group, flex your muscles. If the food doesn't belong to the Meat Group, signal with your thumbs down.*

*Milk - no*

*Frozen yogurt- no*

*Tuna fish - yes*

*Lettuce - no*

*Cherries- no*

*Sunflower seeds - yes*

*Hamburger- yes*

*Waffle - no*

*Egg- yes*

*Chicken - yes*

11. Closure:

*Finish this sentence out loud:*

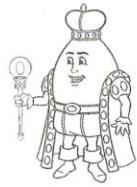
*Foods in the Meat Group help build strong \_\_\_\_\_.*

*(Muscles)*

*12. Let's add our next circle to the class dragon. The purple circle will stand for the Meat Group. A child ages 7-10 should have at least two servings a day from the Meat Group. We are also going to add the tail because we have now learned about all Five Food Groups.*

13. Questions and clean up. Remember to collect the Little D food chart. Student may take home their King Henry's Meat Group worksheet. Leave leftover raisins and almonds with the teacher so we don't have opened food left on the cart. Thank you!

Name \_\_\_\_\_

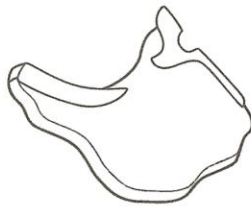


# KING HENRY'S MEAT GROUP

ACTIVITY 3



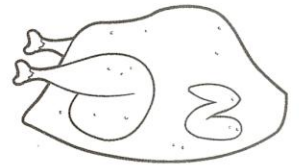
peanuts



pork chop



tuna



turkey



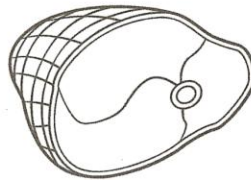
almonds



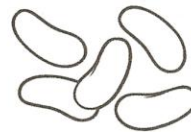
shrimp



hamburger



ham



kidney beans



peanut butter

Foods that come from an animal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Foods that come from a plant:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_