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FNES 337 Lesson Plan Assignment

Lesson Plan – Learning about the Food Groups using MyPlate

Duration: 30-45 minutes

Audience: Kindergarten class, about 20 students ages 5-6 at Yeshiva of Central Queens

Overall Goal: To educate children on the specific food groups using MyPlate to show how the variety of foods affect their bodies

Icebreaker or Attention Grabber (5 minutes): Sit the kids in a circle and ask them to say their favorite food

Cognitive Domain:

Level: Knowledge

Objective (**bold** the domain verb): Children should be able to **state** the different food groups and **match** pictures of different foods to a MyPlate poster.

Learning Experience (10 minutes): First we will explain the different food groups to the class and give examples of foods in each group.

- Explain what MyPlate is and that its purpose is to help us eat the foods our body needs. Ask them if they know where they get their energy from to run, jump, play, learn, etc. Introduce the 5 food groups and give examples using kid friendly foods. Connect this back- we eat these foods to get the energy we need to do daily activities. These foods also make our bodies strong from all the vitamins and minerals.

Affective Domain:

Level: Responding

Objective (**bold** the domain verb): Children will be able to **contribute** to making the MyPlate poster.

Learning Experience (10 minutes): Each child will get a picture of a food that they will color in.

- We are giving out these pictures so everyone can put some food on the poster and contribute to the lesson. While coloring, they will think about what food they are coloring in and what food group it belongs to.

Psychomotor Domain:

Level: Guided response

Objective (**bold** the domain verb): Children will **practice** what they learned while putting their picture onto the poster; if incorrect, will **try** again.

Learning Experience (15 minutes): The children will come up to the poster to put their picture on the MyPlate poster. They will say where they are planning on putting it before gluing it on. If they don't understand which food group it belongs to, they will try again.

Materials and Resources (list here and attach any handouts given):

- Poster board
- Crayons
- Glue
- Tape
- Pictures of foods from the different food groups
- Activity page handout

(All pictures and the activity page are attached at the end)

Evaluation Method and Results:

To evaluate how well the students understood the lesson, we observed them when they came up to the poster to put their food on. We will keep track of how many kids got it right on the first try, how many got it right on the second try, and how many did not understand the lesson (displayed in summary of student learning below).

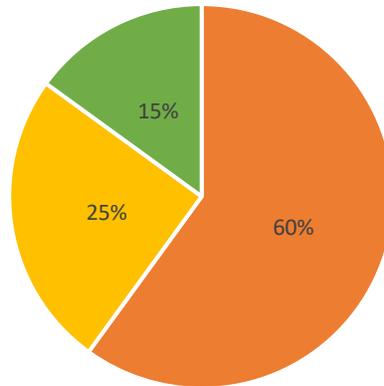
When evaluating our presentation using Exercise 12.1 from the textbook, we concluded that we did a good job in most categories, and some were average. Our introduction captured interest- the children loved the icebreaker and got excited when sharing their favorite foods. We used our empty MyPlate poster to explain what the different food groups are and how much room each food group should be taking up on our plates. Our ending was average, as the class was in a rush to get to lunch. We connected well with the audience, restricted our use of distracting words and used effective body language. We added sparkle by connecting our presentation back to the favorite foods the children had shared during the icebreaker. We also tried to demonstrate

enthusiasm, vary our pitch and volume of voice, and try to have an appropriate tone of voice. Our rate of speech was effective- it was slow enough for the children to understand what we were saying, but fast enough to keep them interested.

The most effective part of our presentation was the hands-on component. The information that we provided in the beginning was helpful for the children to be able to identify food groups, but having the hands-on experience seemed to really help them understand. As we learned in class, we remember 90% of what we say and do, so our hope is that having them come up to the poster, say their food and the food group, and then glue it on was effective in helping the kids remember the different food groups.

Next time we would give each child more than one food picture to color in because they finished coloring much quicker than we expected. We would also ask the teacher for help calling the kids up to the board. Since we didn't know the kids names, it became difficult after the first few came up.

Summary of Student Learning



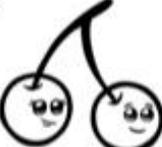
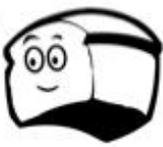
■ Correct on the first try ■ Correct on second try ■ Didn't understand the material

Summary of Learning	Number of Children	Percent of Children
Correct on the first try	12	60%
Correct on the second try	5	25%
Didn't understand the material	3	15%

Organize the Food Group Worksheet

Circle the pictures that belong in the food group.
Oops. Some food don't belong in My Plate. Cross those out!
Color the picture!



	     	Milk Food Group
	     	Fruit Food Group
	     	Vegetable Food Group
	    	Grains Food Group
	     	Meat & Beans Food Group



DAIRY PRODUCTS

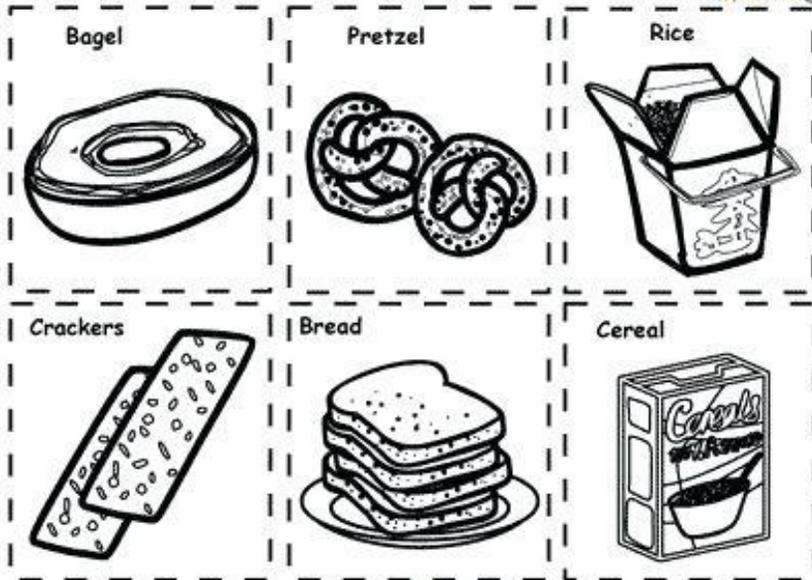


HELP BUILD STRONG
TEETH & BONES!

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Grains Food Images for Kids



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