

**Project FOCUS  
Best Lessons  
KINDERGARTEN**

**Title of Lesson:** Nutrition

**Theme:** Life Science

**Unit Number:**        **Unit Title:**

**Performance Standard(s) Covered (enter codes):**

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

vegetables  
poultry/meats  
fruits  
dairy  
grains

**Learning Activity (Description in Steps)**

**Abstract (limit 100 characters):** In this activity, students will learn to identify the major food groups.

**Details:** First, show pictures or examples of each major food group and have students identify the familiar foods. Make sure to differentiate between each food group. Show a completed example of a plate that includes all major food groups clearly separated. Make sure students understand by asking for examples for each food group (can add reward for incentive).

Second, hold up a paper plate already divided by a marker into four areas and labeled with the groups, then show the completed plate again with all pictures glued on as an example.

Third, hand out the grocery ads to each table and give them scissors to start cutting out the foods. After they are finished cutting out the foods, send them to a separate workstation which is facilitated by an adult (you) to glue on the foods to the labeled plates (labeled into four quadrants-veggies, fruits, meat, grains).

Lastly, have each kid share their plate in front of the class by pointing out each food they glued on.

**Materials Needed (Type and Quantity):**

**regular kids scissors (2-3 per table)**

**glue sticks (2-3)**

**grocery ads from major supermarket (one per student)**

**paper plates (one per student)**

**markers (sharpie) (4-5)**

**Notes and Tips (suggested changes, alternative methods, cautions):**

**If I could do this lesson again, I would have kept the students at their tables after they were done cutting the foods out. Since there are enough adults in my classroom, I would have had one adult per table to give them the pre-labeled plates and facilitate the gluing process so there would be less confusion and kids walking around the classroom. The scissors may pose a safety hazard if not handled properly, therefore students should be under supervision at all times.**

**Sources/References:**

**1) michelle obama's MyPlate initiative online**

**2)**

**3)**