

# TRADITIONAL FOOD GROUPS

## Objectives:

**Children will know:** Children will learn where traditional food belongs in the food groups.

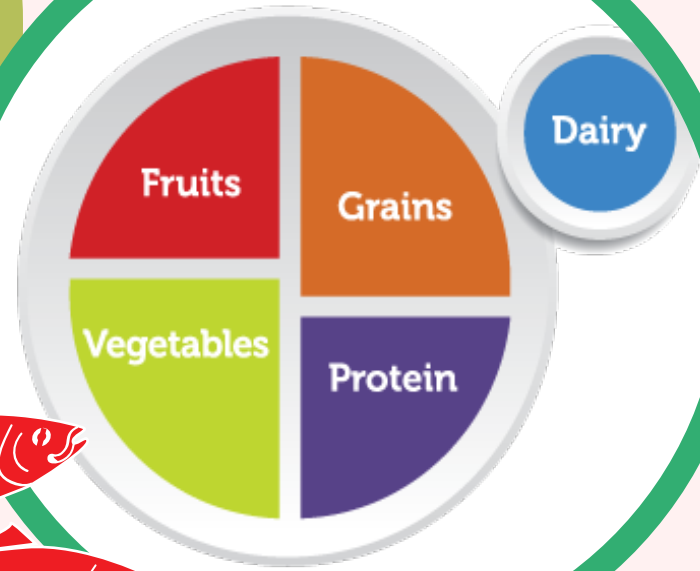
**Children will do:** Children will sort traditional foods into proper food groups

## Essential Questions:

- What are food groups?
- What food belongs in which group?

## Standards:

- L10. Follows directions.
- L13. Persists, attends and engages
- M6. Sorts and groups objects.
- PSH4. Interacts with peers and makes friends.



## Materials:

- Food Group Plates
- Food Sorting Cards
- Food Environment Map

## Center Setup:

- 1.) Set out food group plates.
- 2.) Set out traditional food sorting cards.
- 3.) Hang essential questions in center where you can read them as children play.
- 4.) If possible, have an item from each food group children can explore as you discuss each group.

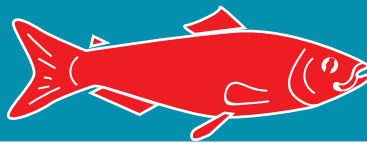
## Alaska Native Values:

See Connections, Show Respect to Others

## Promoting Culture Self Assessment:

- I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- I encourage and provide opportunities and experiences for children that support Alaska Native culture.

# ACTIVITY



## Engage

"Hello Class! Today we are going to learn about the food that we eat. Did you know that each piece of food that we eat belongs in a specific group?" Wait for answers. "There are FIVE different food groups. Do any of you know what those groups are?" Wait for answers. "One group is called GRAINS. Can you say GRAINS? What kind of foods are GRAINS?" Point to the grains section on the plate and prompt children to answer food such as bread and pasta. "Another group is called PROTEIN. Can you say PROTEIN? What sort of foods are a PROTEIN?" Point to the proteins section on the plate and prompt children to say meat, fish, etc. "The next group is called FRUITS. Can you say fruits? What sort of food are FRUITS?" Point to the vegetable section on the plate and prompt children to say berries, apples, etc. "Another group is called VEGETABLES. Can you say VEGETABLES? What sort of foods are VEGETABLES?" Point to the vegetable part of the plate and prompt children to say different types of vegetables such as celery, spinach, etc. "The last group is called DAIRY. Can you say DAIRY? What sort of foods are in the DAIRY group?" Point to the dairy spot on the plate and prompt children to name different dairy foods such as milk or cheese. Use the corresponding food sorting cards for each group as you name them. "Now that we know our food groups, lets sort some foods we may know into those groups."

## Explore:

Activity: 5 – 10 Minutes

Create partners amongst the students. Hand out food group plates to each student, or have students work in groups. Hand out a set of food cards to each student or student group. Point to each section of the plate again to review the categories. Hand out a set of food cards to each student or student group. "We are going to play a game! Turn your cards face-down. Take turns to select a card, one-at-a-time, and say the name of that food. Work together to decide what food group that item belongs to." Give them time to sort each card into its proper group. Have them raise their hand when they are done.

## Explain:

"Now that we sorted each food, let's see if we put each on in the right group." Have students show what they sorted and let them explain why. "Let's see which food belongs in each group." Go through each food card and say which belongs in each group. They are colored according to the food group they belong to. "Most of these foods are foods we can find right out our front door. It is important that we eat some from every group because that makes us healthy. Would someone like to share about eating one of these foods?" Wait for answers. "Where did you get these foods from?" Wait for answers.

Extension:

Hang the food environment map on the wall. Have students place the food cards where they gather, hunt, or buy the food that is on their card.

# EVALUATION

### Emerging:

Student listens but does not participate.

### Developing:

Student listens and participates. Student partially completes activity.

### Proficient:

Student listens, participates, and can identify a food group.

### Advanced:

Student listens, participates, completes activity, and can identify more than one food group.

