

GRADE 1

NUTRITION

NUTRITION

GRADE: 1

LESSON: 1

THEME: FOOD IDENTIFICATION

CONCEPT: PLANTS PROVIDE PEOPLE WITH A VARIETY OF FOOD

PREPARATION:

1. Pictures of foods and sentence strips for Student Activities 1 and 2
2. Samples of foods that come from plants
3. Food samples for Student Activity 3
4. Seeds, carrot tops, etc. that can be grown in the classroom
5. Prepare a class set of Foods from Plants colouring sheets (Activity Sheets N4A and N4B)

VOCABULARY: plants, flowers, leaves, stems, roots, seeds, vegetables, fruit

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) give examples of foods	Students: 1. State that some foods come from	Background information: Page – This lesson relates to the Science Language Development Unit, Plants, Topic F (We Use Plants). Prior to allowing students to eat food in class, teachers should check with parents to find out if any students have food allergies. Show students examples of different kinds of food that come from plants e.g., carrots, berries

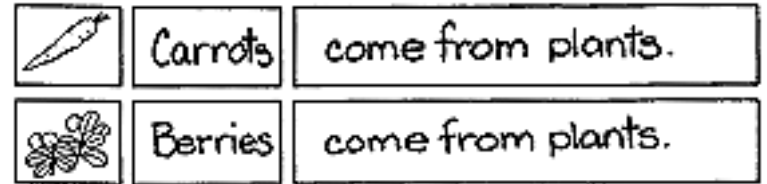
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Give examples of other foods that come from plants.

Ask students where the foods come from.
Record student responses using a pocket chart, picture cards and sentence strips as illustrated.



Add to the pocket chart list. Other examples include:

- onions
- potatoes
- lettuce
- tomatoes
- apples
- corn
- broccoli
- wild greens
- celery
- mushrooms
- labrador tea
- cauliflower
- cranberries
- peas
- nuts
- rice

OBJECTIVES

STUDENT ACTIVITIES



















TEACHER NOTES

3. Name the different parts of plants that can be eaten, and give examples.

Have students taste a variety of foods from plants and ask them to identify the part of the plant they are eating. For example:

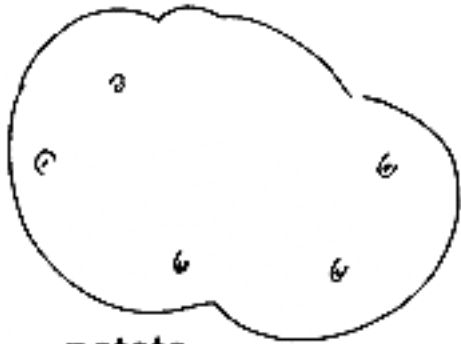
Food	Plant Part
Popcorn Berries Rhubarb Carrot Cauliflower Lettuce	Seed Fruit Stem Root Flower Leaf

Ask students to give other examples and record their responses on an experience chart as shown.

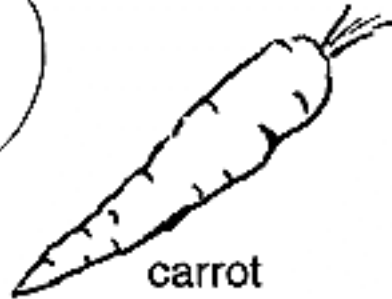
Leaves	Flowers	Roots	Stems	Fruits	Seeds
 lettuce	 broccoli	 carrot	 celery	 apple	 peas
 cabbage	 cauliflower	 onion	 rhubarb	 orange	 corn
 wild greens		 beet		 banana	 beans
		 potato		 cranberry	

FOODS FROM PLANTS

VEGETABLES



potato



carrot



corn



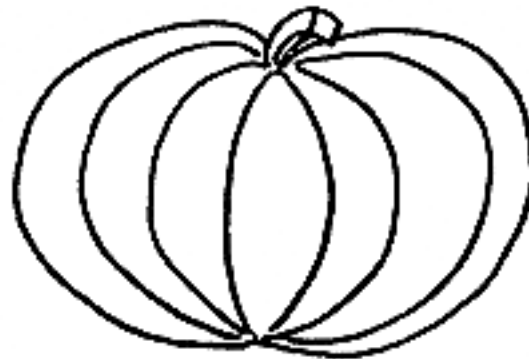
broccoli



peas



cauliflower



pumpkin



wild greens

Name: _____

FOODS FROM PLANTS

FRUIT



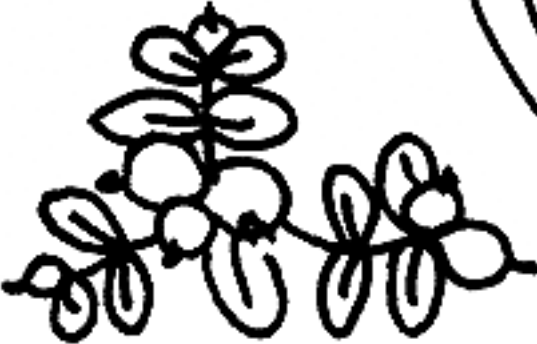
orange



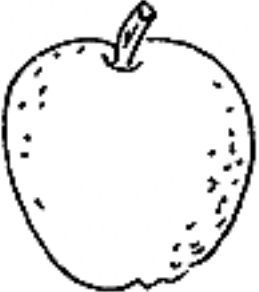
grapes



banana



cranberries



apple

Name: _____

NUTRITION

GRADE: 1

LESSON: 2

THEME: FOOD IDENTIFICATION

CONCEPT: ANIMALS PROVIDE PEOPLE WITH A VARIETY OF FOOD

PREPARATION:

1. Pictures of foods and sentence strips for Student Activity 1
2. Samples of foods that come from animals
3. Ingredients to make Eggtopus (Student Activity 3)

VOCABULARY: animals, names of specific animals

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) give examples of foods	Students: 1. State that some foods come from animals.	Background information: Page – This lesson relates to Science, Language Development Units, Arctic Land Animals, Subarctic Land Animals, Birds, Marine Mammals/Whales, Fish - Topic F in all units. Show students examples of different kinds of food that come from animals. e.g., caribou meat chicken milk

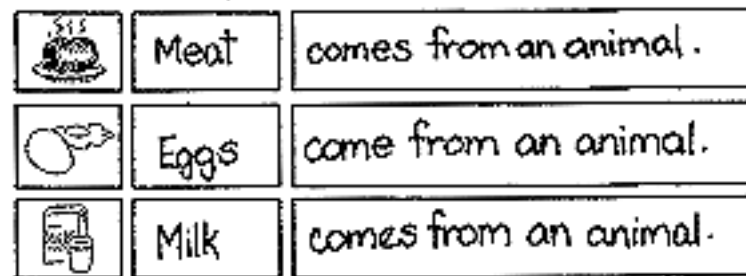
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Give examples of other foods that come from animals.

Ask students where the food comes from. Record student responses using a pocket chart as illustrated.



Ask students to give examples of foods which come from animals and record them on an experience chart using the headings as illustrated.

Meat We Hunt	Meat We Buy	Fish	Birds	Eggs	Milk
Caribou Moose Muskox Rabbit Seal Whale Bear muskrat	Beef - ham-burger - stew - roast - liver pork - bacon - chops - ribs - roast	Char Whitefish trout	Chicken ptarmigan Turkey Goose duck	Chicken duck	Milk Cheese yogurt

Practice the sentence pattern from Student Activity 1.
e.g., (Bacon) comes from an animal.

OBJECTIVES

STUDENT ACTIVITIES

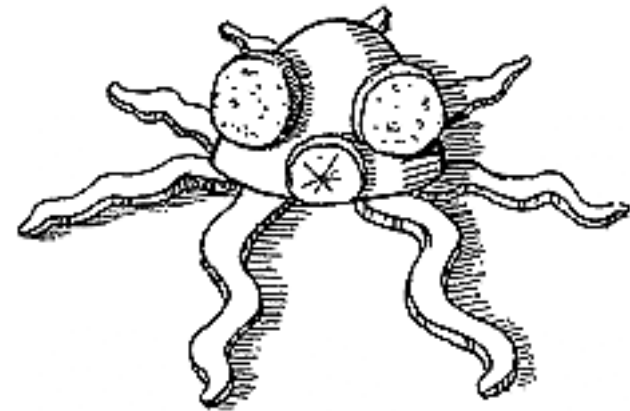
TEACHER NOTES

3. Prepare and eat a food from an animal.

Ask parents or older students to help. Have each student make and eat an Eggtopus as follows:

Eggtopus

For the body use half a hard cooked egg. cut 8 wiggly legs from a cheese slice. Arrange on a plate and place body on top. Make eyes from pieces of dried meat or sausage. Use a pepperoni slice for the nose. Attach eyes and nose to the head with toothpicks.



(Adapted from the Egg Marketing Board materials)

NUTRITION

GRADE: 1

LESSON: 3

THEME: FOOD CLASSIFICATION

CONCEPT: FOODS ARE CLASSIFIED INTO FOUR FOOD GROUPS

- PREPARATION:
1. Samples of different foods from each of the four food groups
 2. Prepare individual food cards (Activity Sheets N5A and 5B)
 3. Prepare a chart and sentence strips for Student Activity 3
 4. Prepare copies of Food Groups Worksheets (Activity Sheets N6A, 6B, 6C)
 5. Scissors and glue
-

VOCABULARY: groups, belongs

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name the four food groups	Students: 1. Sort food samples into four related groups.	Background information: Page – Have a number of different food samples placed randomly on a table. Samples should include items from each of the four food groups: e.g., Bannock, Bread and Cereal Fruit and Vegetables - bread, bannock - apple - rice - celery - spaghetti - banana - muffin - carrot - cornflakes - berries

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Name the four food groups.</p>	<p>Meat, Fish, Birds and Eggs</p> <ul style="list-style-type: none"> - meat - fish - peanuts - chicken - eggs <p>Milk and Milk Substitutes</p> <ul style="list-style-type: none"> - milk - cheese - yogurt - ice cream <p>Explain to students that you want to sort the food into four groups, so that similar foods go together (students will probably have most problems with nuts and eggs, which go with the meat samples).</p> <p>Retain these food samples for use with the next lesson.</p> <p>The four food groups are:</p> <ul style="list-style-type: none"> - the Milk Group (Milk and Milk Substitutes) - the Bread Group (Bannock, Bread and Cereals) - the Meat Group (Meat, Fish, Birds and Eggs) - the Fruit and Vegetables Group

OBJECTIVES















STUDENT ACTIVITIES

TEACHER NOTES



ii) identify a variety of foods that belong to each food group

3. Name the food groups to which specific foods belong.

Refer to Activity Sheets N5A and N5B. Prepare individual cards using the foods on the Food Groups Sheets. Make a large chart as illustrated.

Milk 	Bread 	Meat 	Fruit/ Vegetables 
			
			
			

Then have students place their food cards in a pocket chart using the sentence pattern as illustrated.

	Milk	belongs to	the milk group.
	Chicken	belongs to	the meat group

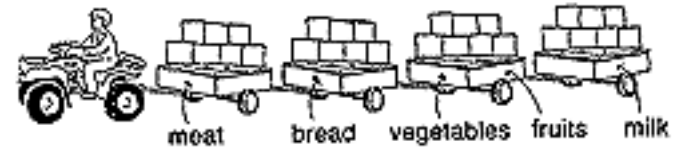
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

4. Match a variety of foods to their food groups.

Refer to Activity Sheets N6A, 613, and 6C. Provide each pair of students with one copy of each Activity Sheet N6A and 6C. Provide each pair with four copies of Activity Sheet N6B. Students cut out the four wheeler and the four wagons. They label each wagon with the name of a food group. Then they cut out each food and sort it into the appropriate wagon. Foods are then glued onto the wagons and a "train" assembled from the four wheeler and wagons.



These will be coloured in the next lesson. Then display in the school, nursing station, stores And other public places.

FOOD GROUPS



milk



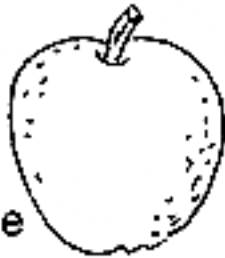
carrot



spaghetti



cheese



apple



yogurt



rice



plain popcorn



steak



bread



eggs



ice cream cone

FOOD GROUPS



orange



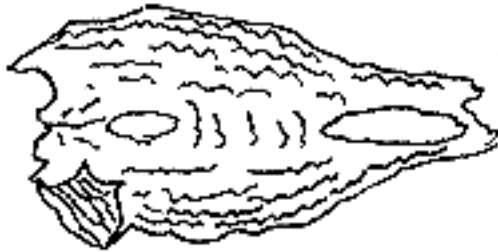
carrot



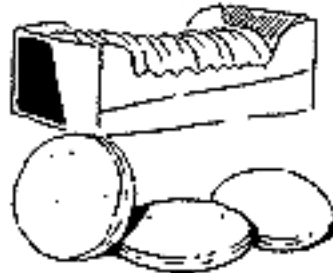
banana



peanuts



dried fish



pilot biscuits



cranberries



bannock



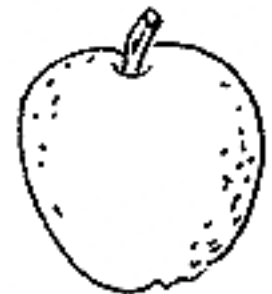
dried meat



goose leg



fish

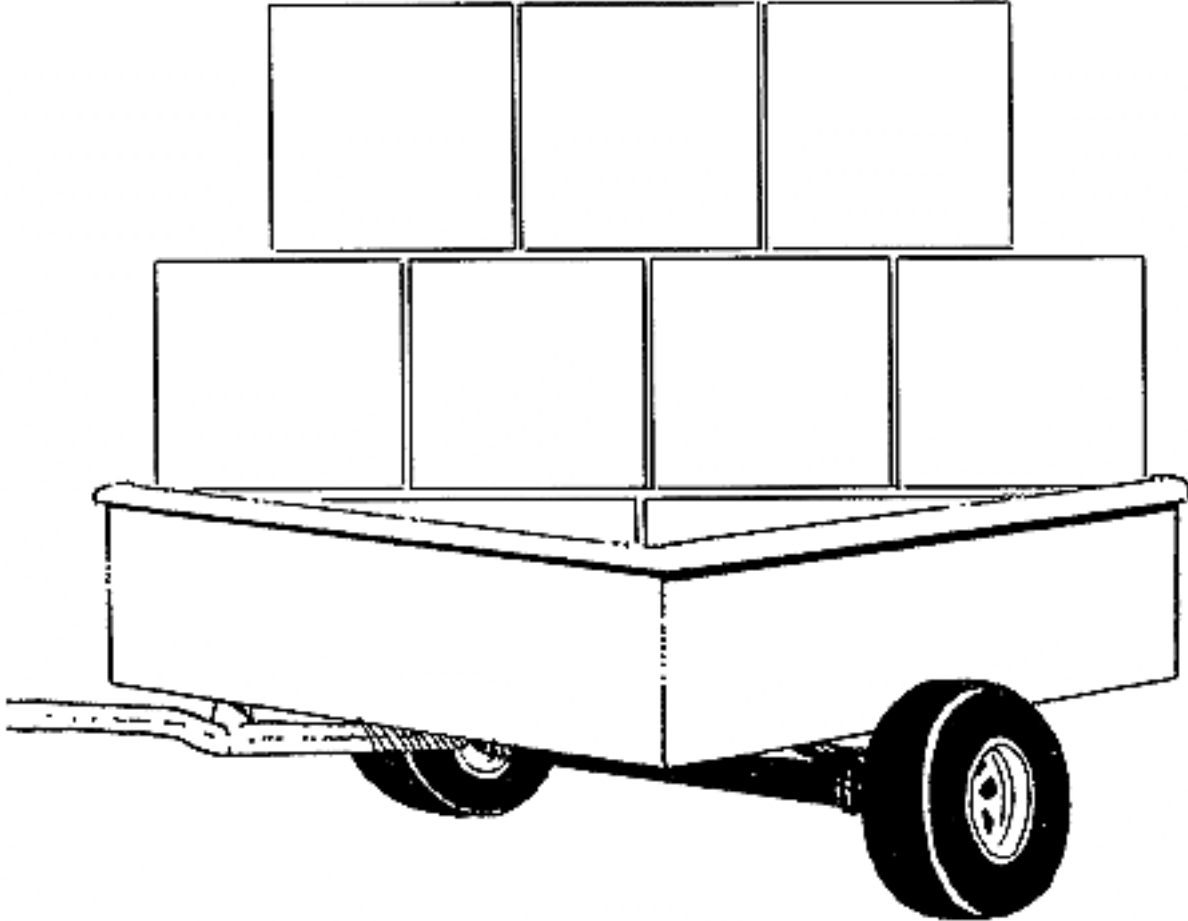


apple





























FOOD GROUPS



FOOD GROUPS



FOOD GROUPS

 <p>egg</p>	 <p>pudding</p>	 <p>bannock</p>	 <p>fish</p>	 <p>yogurt</p>	 <p>berries</p>	 <p>toast</p>
 <p>cereal</p>	 <p>cheese</p>	 <p>milk</p>	 <p>tomato juice</p>	 <p>pilot biscuits</p>	 <p>chop</p>	 <p>onion</p>
 <p>wild greens</p>	 <p>fish</p>	 <p>corn</p>	 <p>roast</p>	 <p>raisins</p>	 <p>muffin</p>	 <p>nuts</p>
 <p>oranges</p>	 <p>crackers</p>	 <p>rice</p>	 <p>carrots</p>	 <p>pancakes</p>	 <p>ice cream</p>	 <p>duck</p>

NUTRITION

GRADE: 1

LESSON: 4

THEME: FOOD CLASSIFICATION

CONCEPT: FOODS ARE CLASSIFIED INTO FOUR FOOD GROUPS

- PREPARATION:
1. Four cardboard boxes, coloured construction paper and crayons (red, blue, orange, green), scissors
 2. Food samples from Lesson 3 and samples of non-nutrition foods
 3. Prepare a class set of Food Groups worksheet (Activity Sheet N6C) and We Are The Food Groups song (Activity Sheet N7)
 4. Prepare a class set of Foods That Are Good For You worksheets (Activity Sheet N8)
 5. Prepare a class set of the Good Food Song (Activity Sheet N9)
-

VOCABULARY: nutritious

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) match each food group to its colour code	Students: 1. Name the colours of the four food groups.	Background information: Page – Food groups are represented by the following colours: Blue - Milk and Milk Substitutes Red - Meat, Fish, Birds and Eggs Green - Fruit and Vegetables Orange - Bannock, Bread and Cereal Show students cards coloured red, green, orange and blue. Ask them to identify the colours. Explain that each colour represents a food group. Use the sentence patterns:

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 2. Sort foods according to the proper colour for each food group.

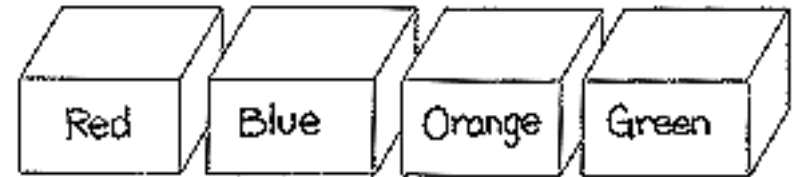
The milk food group is blue .

Is the food group ?

No. It is not . It is

Yes it is .

Display four cardboard boxes covered with construction paper.



Use the food samples from Lesson 3, Student Activity 1. Ask students which box each food belongs in. Have them respond using the sentence pattern:

(Peanuts) go(es) in the red box.

Place the food in the boxes as instructed by students.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES				
<p>ii) identify foods that do not belong to any food group</p>	<p>3. Match foods with their food group colours.</p> <p>4. Match food groups with their colours.</p> <p>5. Learn and sing "We Are The Food Groups" song.</p> <p>6. Name foods that do not belong to any food group.</p>	<p>Refer to Activity Sheet N6C from Lesson 3. Give each pair of students four squares of construction paper or have them colour squares of paper and arrange them on a desk as shown.</p> <div data-bbox="1396 456 1766 678" data-label="Diagram"> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Red</td> <td style="text-align: center;">Orange</td> </tr> <tr> <td style="text-align: center;">Green</td> <td style="text-align: center;">Blue</td> </tr> </table> </div> <p>Have students cut out the foods on Activity Sheet N6C and sort them onto the appropriate squares.</p> <p>Have students colour the wagons on the food "trains" made in Lesson 3, Student Activity 4.</p> <p>Refer to Activity Sheet N7.</p> <p>Display samples of food including some non-nutritious foods. Explain to students that some foods are good for them and help them to grow healthy and strong. These foods belong to the four food groups. Others are not good for them (they do not belong to any of the four food groups). Ask students to pick out from the samples, foods that are not good for them. Common examples include:</p>	Red	Orange	Green	Blue
Red	Orange					
Green	Blue					

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>7. Complete the Foods That Are Good For You worksheet.</p> <p>8. Learn and sing "The Good Food Song..."</p>	<ul style="list-style-type: none"> - pop - mustard - ketchup - gravy - pie - potato chips <ul style="list-style-type: none"> - jams, jellies - jello - candy - chocolate bars - donuts <p>Emphasize that foods that belong to the four food groups are nutritious or healthy. Foods that do not belong to any food group are not.</p> <p>Refer to Activity Sheet N8. Have students circle the foods which are good for them.</p> <p>Refer to Activity Sheet N9.</p>

WE ARE THE FOOD GROUPS

Whole class
 We are the food groups.
 We are the food groups -
 Red and orange, green and blue.
 We are the food groups.
 We are the food groups.
 We keep you healthy. Yes we do.



4 groups
 We are the red group.
 We are the red group -
 Meat and Fish and Birds and Eggs.
 We are the red group.
 We are the red group -
 Meat and Fish and Birds and Eggs.

We are the blue group.
 We are the blue group -
 Milk and cheese and ice cream too.
 We are the blue group.
 We are the blue group -
 Milk and cheese and ice cream too.

We are the orange group.
 We are the orange group -
 Bannock, Bread and Cereal.
 We are the orange group.
 We are the orange group -
 Bannock, Bread and Cereal

We are the green group.
 We are the green group -
 Fruit and Veggies is our name.
 We are the green group.
 We are the green group -
 Fruit and Veggies is our name.

(Tune: La Cucaracao)
Barbara Hall

Whole class repeat first verse.
 Yell, "YES WE DO!" in last line.

FOODS THAT ARE GOOD FOR YOU

Circle the foods that are good for you.



milk



carrot



banana



candy



stewed caribou



ketchup



peanut butter



yogurt



cheese



potato chips



tomato



pop



donuts



baked beans



cranberries



bannock



roast goose



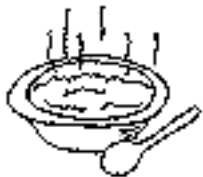
eggs



orange juice



chocolate bar



cereal



bran muffin



apple



jam, jelly



pie



cold unsweetened cereal

THE GOOD FOOD SONG

Milk and cheese are good for you,
 Good for you, good for you.
 Milk and cheese are good for you.
 Pop and chips are not!



Fish and meat are good for you,
 Good for you, good for you.
 Fish and meat are good for you,
 Donuts and cake are not!



Eggs and bannock are good for you,
 Good for you, good for you.
 Eggs and bannock are good for you,
 Candy and chocolate are not!



Apples and grapes are good for you,
 Good for you, good for you.
 Apples and grapes are good for you,
 Jello and jams are not!



(Tune: London Bridge is Falling Down)

Helen Balanoff

NUTRITION

GRADE: 1

LESSON: 5

THEME: FOOD SELECTION

CONCEPT: A VARIETY OF FOODS FROM EACH FOOD GROUP IS NEEDED DAILY

- PREPARATION:
1. Write out the Bannock is Nice poem (Activity Sheet N10)
 2. Ingredients for a nutritious snack
 3. Prepare a class set of the Healthy Snacks worksheet (Activity Sheet N 11)
 4. A picture of a baby
-

VOCABULARY: snack, breakfast, lunch, supper, dinner, morning, noon, evening, meal, healthy

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) give examples of nutritious foods from each food group</p>	<p>Students:</p> <ol style="list-style-type: none">1. Listen to the Bannock is Nice poem.2. Name their favourite healthy foods.	<p>Background information: Page –</p> <p>Refer to Activity Sheet N 10. Read the poem and explain to students that James really likes bannock.</p> <p>Students will understand the word "healthy" but may not understand "nutritious". Have each student identify his/her favourite healthy food using the sentence pattern: My favourite healthy food is (<u>cheese</u>).</p> <p>Other students can rub their stomachs and say "Yum, yum, yum!" The teacher should record them.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) give examples of nutritious snacks</p>	<p>3. Classify the favourite foods into the four food groups.</p> <p>4. Talk about when they eat in their family.</p> <p>5. Explain what a healthy snack is.</p> <p>6. Name various foods that can be used as healthy snacks.</p>	<p>Each student now has to decide which food group the food belongs to. Have students use the sentence pattern: Mary: (<u>Cheese</u>) belongs to the (<u>Milk Group</u>)</p> <p>Many students, especially those from families where one adult is working, will identify:</p> <ul style="list-style-type: none"> - morning meal * (or breakfast) - noon meal * (or lunch) - evening meal * (or dinner/supper) - snacks (food eaten between main meals) <p>(* English equivalent of the words used in one of the native languages)</p> <p>The concept of snacking will vary greatly between families and cultures. In some cases food will always be available for continuous snacking. In others a snack will be one food item eaten after school. Depending on what food is eaten, the snacks may be either nutritious or non-nutritious.</p> <p>Provide students with a healthy snack, e.g. pilot biscuits and peanut butter.</p> <p>Tell students that it is a healthy snack and explain that a healthy snack is something we generally eat between meals from one or more of the four food groups.</p> <p>Snack foods are generally ready to eat, requiring little or no preparation. Healthy snacks include:</p> <ul style="list-style-type: none"> - fruit, e.g., apple or berries - vegetables, e.g., carrot - nuts - milk - fruit juice - crackers - peanut butter - cheese slices - cheese - dried meat, dried fish - dried fruits

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) explain why it is important to eat a variety of foods from each food group daily</p>	<p>7. Choose snacks that are healthy.</p> <p>8. Explain what might happen if they didn't eat a variety of foods from each food group daily.</p>	<p>Refer to Activity Sheet N11. Have students circle the snacks that are healthy.</p> <p>Show students the picture of a baby. Have students talk about what a baby eats (milk or formula). As the baby grows older, it starts to eat other things because milk doesn't give it everything it needs to grow. Ask students what would happen if they ate e.g., only apples. They would eventually get sick. We need food from each food group to make us grow healthy and strong.</p>

BANNOCK IS NICE

My mom cooks bannock.
Bannock is nice.
I eat it.
I put butter on it.
My grandfather eats it too.
My mother eats it too.
My granny eats it too.
Bannock sure is good.



. . . James Simpson of Mezi Community School in Lac La Martre

HEALTHY SNACKS

Circle the snacks that are good for you.



chocolate bar



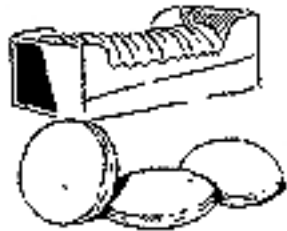
potato chips



orange



pop



pilot biscuit



donuts



jello



popsicle



dried fish



carrots



milk



peanut butter

NUTRITION

GRADE: 1


LESSON: 6

THEME: FOOD SELECTION

CONCEPT: A VARIETY OF FOODS FROM EACH FOOD GROUP IS NEEDED DAILY

- PREPARATION:
1. Prepare a food card for each food mentioned in the Start The Day Stories (Activity Sheet N12)
 2. Prepare a chart for Student Activity 2
 3. Drawing materials
 4. Prepare a class set of the Start The Day The Healthy Way worksheet (Activity Sheet N13)
-

VOCABULARY: breakfast, morning meal

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) describe a healthy way to start the day</p>	<p>Students:</p> <ol style="list-style-type: none">1. Listen to the Start the Day stories. 2. Describe what is meant by a healthy way to start the day.	<p>Background information: Page –</p> <p>Refer to Activity Sheet N12. Prepare food cards for each food each person in the story has, i.e.,</p>  <p>Read the morning meal stories to the students. Show them the food cards for each person. Ask them to decide who chose a healthy way to start the day. Have them explain why (Jimmy, Martha and Susie had a healthy morning meal).</p> <p>A healthy way to start the day consists of foods from at least three food groups.</p>











OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Draw their favourite healthy morning meal.

Use the food cards from Activity 1 to check and see which morning meals were healthy. Record on an experience chart.

person	milk 	fruit vegetables 	bread 	meat 
Mary				
John				
Jimmy				

Have each student draw their favourite healthy morning meals. Make the drawings into a class morning meal (breakfast) book.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) select nutritious foods to start the day</p>	<p>4. Describe a healthy morning meal given one healthy food.</p> <p>5. Complete the Start the Day the Healthy Way worksheet.</p>	<p>Give students the name of a healthy food to start the day. Have students complete the healthy morning meal by adding food items from two or three other food groups. Examples of a healthy food to start with are: bannock, juice, or peanut butter.</p> <p>Refer to Activity Sheet N13.</p> <p>Have students select a healthy start to the day from the foods on the sheet. They should colour the foods they choose and ensure they have one from at least three food groups.</p>

START THE DAY STORIES

To start the day;

1. Mary had an apple.



2. John had milk and a cookie.



3. Jimmy had orange juice, bannock and cheese.



4. Martha had bread and peanut butter and milk.



5. Susie had an egg and bacon and toast and milk.



6. Sam had cornflakes and milk.














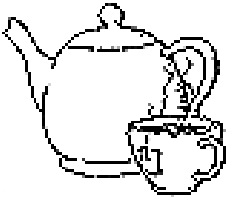



7. Jo had a pilot biscuit and tea.



START THE DAY THE HEALTHY WAY

Check (✓) three to four foods to start the day.
Colour each food.

 Bannock				
				
				

Do you have
_ a red?
_ a blue?
_ a green?
_ an orange?

NUTRITION

GRADE: 1

LESSON: 7

THEME: FOOD APPRECIATION

CONCEPT: A WILLINGNESS TO SELECT FAMILIAR AND UNFAMILIAR FOODS PROMOTES FOOD APPRECIATION

PREPARATION: 1. Ingredients for a nutritious breakfast
2. Prepare a class set of the Start Your Day Song (Activity Sheets N14)

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) prepare nutritious foods to start the day	Students: 1. Prepare nutritious foods which can Be eaten to start the day.	Background information: Page – Ask parents or older students to help. Examples of healthy morning meals which students might prepare include: - bannock, cheese and fruit juice - fruit juice, eggs and toast - porridge, milk and dried or fresh fruit - muffin, milk and fruit - pancakes, milk and fruit - (Refer to "MuskoX Milk, Ptarmigan Pie and Other Northern Delicacies - Kids Can Cook" for recipes. It's in your school.)

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<p>ii) demonstrate a willingness to taste nutritious food to start the day</p> <p>iii) state the importance of nutritious food to start the day</p>	<p>2. Eat the healthy food which they prepared to start the day.</p> <p>3. Explain why it is important to start the day with healthy food.</p> <p>4. Learn and sing the Start Your Day song.</p>	<p>Ask students why they think it is important to start the day with healthy food. Record student responses on an experience chart using the sentence pattern as illustrated. It is important to start the day with healthy food because _____.</p> <p>Responses should include:</p> <ul style="list-style-type: none"> - it is the first food of the day. - we haven't eaten for 12 - 14 hours. - it gives us energy for school. - we won't be hungry later on if we start the day with healthy food. <p>Refer to Activity Sheet N14.</p>

HEALTHY FOOD SHOULD START YOUR DAY

Healthy food should start your day, start your day, start your day
Healthy food should start your day,
It helps you work and play.

Healthy food should start your day, start your day, start your day
Healthy food should start your day,
It helps you grow up strong

Healthy food should start your day, start your day, start your day
Healthy food should start your day,
It keeps you feeling good.

(Tune: London Bridge is Falling Down)

Helen Balanoff