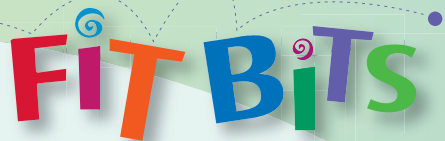


Name That Five



Objective: Students will identify the names of the five food groups.

Nutrition Notes: The goal of this activity is to help students learn the names of the groups, not to name foods in each group or to classify foods named into the groups.

Equipment/materials: MyPyramid for Kids classroom poster or mini-poster* (optional)

ACTIVITY

1. Write the following on the board or where students can see it:

Grains: march
Vegetables: side step
Fruits: rock
Milk: toes
Meat & Beans: flap

Note: "March" means march in place. "Rock" means to rock from side to side. "Toes" means students should stand on their tip-toes. And "flap" means that students should flap their arms. If possible, replace the names of the food groups with pictures or drawings for easier recognition by early readers.

2. Point to the names of each of the five food groups and say each one (and its movement) out loud to students.

*See ordering information in For Teachers Only section under "Materials."

Year Long:



FRUITS/VEGS

HEALTHY SNACKS

FOOD SAFETY

Name That Five continued

3. Have all students stand next to their seats and begin by doing a front crawl (i.e., swimming) movement with their arms.
4. Tell students that when you point to them, they need to name a (any) food group and then everyone will start doing the action listed for that group.
5. Allow students to do that movement for 10-20 seconds before calling on another student. If students say the same groups repeatedly, direct their responses by asking questions such as, "What group hasn't been named recently?"
6. Continue until all students have a chance to name a group, or for several minutes.

ALTERNATIVES

- If you have a small class or students with a lot of energy, use more high-energy actions such as hopping on one foot, jumping jacks, straddle jumps, scissor jumps, boxer jumps, etc.
- If you have the MyPyramid for Kids poster, have students walk (run, skip, etc.) to the poster and point to the name of the food group, instead of saying it out loud, and then return to their spot and do the related activity.

LANGUAGE ARTS CONNECTION

- *Eating Well* by Melanie Mitchell (Lerner, 2006)

