

BOOK TITLE

Good for Me

TOPIC

**Nutrition and
Life Skills**



**Essential
Question**

What are the four food groups, and what foods are good for different parts of my body?

Teaching Strategy

In this lesson, the teacher will focus on having the students relate the material to their own experiences.



REQUIRED MATERIALS

- Chart paper
- Activity Worksheet:
**Foods That Make
Me Happy**

LEARNING ACTIVITIES



Class discussion about the book.



**Foods That Make
Me Happy** activity worksheet.

LEARNING CONNECTION

This activity asks students to think about specific ways different foods help keep their bodies healthy. It builds on the students' understanding of the book *Good for Me*, which teaches the students the benefits of eating a range of different healthy foods. The book focuses specifically on the four food groups and includes a discussion on a variety of country foods and store-bought foods that will be familiar to students.

READING VOCABULARY

Food groups, country foods, carrots, vegetables, dairy, meat, healthy, strong, body, eyes.

PRE-LESSON PREPARATION

1. Photocopy the **Foods That Make Me Happy** activity worksheet. Make sure there are enough copies for each student.

LESSON PLAN: GOOD FOR ME

1. Talk to the students about the book. Say:



“In the book *Good for Me*, we learned about a variety of different foods and why they are good for our bodies. It is important that we eat healthy foods from all of the four food groups so that all of the different parts of our bodies can grow strong.”

2. Ask:



“We all know there are many different types of foods. Some foods are similar to each other, and these foods that are similar belong to the same food group. A food group is a group of foods that are similar in their nutritional benefits or makeup. Eating from a variety of food groups helps us get the right amount of healthy foods each day. Who can tell me what the four food groups are?”

Answers: dairy products, meat and alternatives, fruits and vegetables, and grain products.

- ☞ Ask for volunteers to answer and write the names of the food groups on the board or chart paper.

3. Go through each food group and ask the students to give examples of country and store-bought foods that fall under each category.

Answers might include: caribou is a meat, rice is a grain product, yogurt is a dairy product, etc.

- ☞ Allow the students to give as many answers as they can.

4. Next, hand out a copy of the **Foods That Make Me Happy** activity worksheet to each of the students. Explain:



“This activity worksheet has two columns. On the left side, you will find pictures of the different foods we learned about in the book. On the right side are pictures of different body parts that one of these foods is good for.”

- ☞ Point to both sides of the chart to show the students.

5. Point to the carrots on the left side of the handout and say:



“What body part are carrots good for?” Answer: eyes.

“So you will draw a line between the carrots and the eyes.”

- ☞ Draw a line between the carrots and the eyes to show the students how to complete the worksheet.

LESSON PLAN: **GOOD FOR ME**

6. Ask the students to continue matching the foods with the corresponding body part that it is good for. They may use the book *Good for Me* as a guide.
7. When the students are finished the handout, go through it together as a class and ask for volunteers to share their answers.