

# Food Group Frenzy

Some of the most important things students can be introduced to at this age are the five food groups. Knowing the five food groups will help students make balanced and healthy choices in what they eat every day. In this lesson, students will participate in a relay race to put several foods into the five food groups.

## SUBJECTS



PHYSICAL  
ACTIVITY



NUTRITION



SCIENCE

**STEM Aligned**

## GRADE LEVEL

**K-2**

## TIME

**45 min**

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## Objectives

- Students will work in teams to identify which foods fit into their pre-assigned food group

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## Materials & Preparation

- Create a chart with five columns on the board, labeled with each of the five food groups: grains, meat/protein, dairy, vegetables, and fruits. (Keep this covered until the relay race begins.)
- Either have the students cut out pictures of foods ahead of time, or find images of several foods that can be used to play the game. Put tape on the back of each image and put images in the “food bank” to the side of the chart.
- Pre-divide the students into five groups.
- Have on hand a copy of any one of several books:
  - “The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!” by Edward Miller
  - “Eat Healthy, Feel Great” by William Sears

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## Common Core Standards

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RL.1.1. Ask and answer questions about key details in a text.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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## STEM Alignment

- Planning and carrying out investigations
- Obtaining, evaluating, and communicating information
- Addition of technology

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## Lesson Introduction

1. Begin by asking the students what they already know about the food groups. How many are there? What are they? Can they give examples of any foods in each group?
2. Next, do a read-aloud of one of the books mentioned above. Check for understanding during the read aloud, assessing if students understand the major differences between the groups.

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## Body of Lesson

3. After the read aloud, explain to students that they will be competing in a relay race to see if they can correctly identify which foods belong in each food group.
4. Assign students to one of the five groups: grains, meat/protein, dairy, vegetables, and fruits. Assign the groups to separate areas of the room.
5. Explain that when you start the game, the teams can send one person at a time to the “Food Bank” to select a food that belongs to their food group and add it to the chart. They then run back and tag the next player who will do the same, until all the items from their team have been put into the pyramid/chart.
6. The first team to correctly group their food items in the chart is the winner!

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## Conclusion

7. After the relay is completed, have each team create a “menu” of items in their food group. Students can each work on an individual page or create the menu as a group. The menu should showcase the best choices students can make of foods in their food group. As a whole group, students can pick items off each menu to create a healthy meal.

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## Extensions

- If there is access to a projector, computer lab, or interactive white board, play the “Blast Off” game with the students located here: [fns.usda.gov/multimedia/games/blastoff/blastoff\\_game.html](https://fns.usda.gov/multimedia/games/blastoff/blastoff_game.html)
- Students can read more than one of the books and compare and contrast the two using a Venn Diagram.
- More reading selection: “Fuel the Body” by Doering Tourville (2008)