



# Grains

Kindergarten – 1<sup>st</sup> Grade Lesson

**Goal:** Students will learn what foods are in the grains group and why they are important to our bodies.

**Objectives:**

1. Students will state that energy is the major nutrient provided by the grain group.
2. Students will identify at least two foods in the grain group.

**Materials Needed**

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> MyPlate</li> <li><input type="checkbox"/> Stalk of Wheat</li> <li><input type="checkbox"/> Pictures of Grains group foods</li> <li><input type="checkbox"/> “Grains are Seeds” poster</li> <li><input type="checkbox"/> “Grain Anatomy” poster</li> <li><input type="checkbox"/> Wheat berries, plain or sprouted</li> <li><input type="checkbox"/> “The Little Red Hen” book</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> “The Little Red Hen” felt set, “Wheat to bread “ poster or “How bread is made” pictures</li> <li><input type="checkbox"/> Battery toy or flashlight</li> <li><input type="checkbox"/> Student/parent handouts</li> <li><input type="checkbox"/> Taste test</li> <li><input type="checkbox"/> Incentives—whole grain pencils</li> </ul> |
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Lesson		
Talking Points	Materials/Activities/Notes	
<p><b>Review</b></p> <p><b>Review of Previous Lesson and Challenge</b></p> <ul style="list-style-type: none"> <li>Who remembers what we talked about last time I was here?</li> <li>I gave you a challenge last time I was here. Does anyone remember what it was? Does anyone want to share how they did with the challenge</li> </ul>		<p>Give students a brief chance to respond to questions. Review topics briefly.</p>
<p><b>Mind Grabber</b></p> <ul style="list-style-type: none"> <li>During our first nutrition lesson, we talked about MyPlate. Today we’re going to talk about one of the food groups found MyPlate and let’s see if you guess which one we are going to talk about.</li> <li>Take a look at this plant that I brought it. Does anyone know what it is? It is a wheat stalk! What food group is wheat in? That’s right, the grains group! The grains group is the orange group on MyPlate. It is the group that gives us the best energy of all the food groups. Today we are going to talk all about the grains group</li> </ul>		<p>Show students MyPlate.</p> <p>Show a stalk of wheat.</p> <p>Point out where the Grains group is located on MyPlate.</p>
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>Foods In the Grains Group</li> </ul>		<p>Show pictures of foods from the grains</p>

- Let's start by talking about all the foods found in the grains group. Raise your hand if you can name a food found in the grains group.
  - What color are the foods in the grains group? They are brown, white, tan, yellowish, etc... And foods in the grains group are made from different grains.
- Take a look at this poster I brought in with me and see how many different grains there are that we can eat. There are even more grains than this that we can eat, but these are some of the most common. What do these grains look like? Seeds! All grains are seeds. We make different food from these grains, such as bread, cereal, and noodles. Some of them we can also eat on their own, like rice and oats.
- Many foods are made from grains and as you saw in the poster, most of the grains look a lot alike. We are going to talk mainly about wheat today, but remember that there are many different grains to choose from!
- Wheat is one kind of grain that we make a lot of foods from, such as bread, cereal, and pasta.
- Remember the wheat stalk that I showed you at the beginning of class? This is how wheat grows. I'm going to walk around with the wheat stalk and I need you to be very quiet so that you can hear it when I tap it. What do you think is on the inside, making that noise? Seeds, wheat seeds! Each wheat stalk has 30-50 seeds on the inside!
- What do we do with seeds? That's right, we plant them and then they grow. That tells us that there is a baby plant inside each seed. The baby plant is called the germ (not like the germs that are on your hands!). What are two things that babies need to live? Food and something to protect them – these are the other two parts of the seed!
- What you see on the outside (the brown part) is the coat that protects the babies. It is called the bran. You might have heard this word if you eat things like raisin bran cereal or bran muffins. Each of these foods had bran as one of its ingredients.
- Inside the coat, it is white and this is the food for the baby plant. This is called the endosperm.
- The baby plant is very tiny and is inside the coat along with the food.
- Importance of Eating Grains
  - Why are the foods in the grains group so important for us to eat? The foods in the grains group help our bodies stay healthy by giving our bodies **energy**.
  - What things do you do that use energy? What are some ways you use energy when you play? What are some of the ways you use energy in school? What are some of the ways you use energy at home?
  - Do you think you would be able to do any of these things if you didn't have any energy? That's why it is so important for us to eat foods from

group.

Show the "Grains are Seeds" poster with examples of real grains. Go over the poster and discuss the foods we get from each one of the seeds on the poster – may also reinforce with picture or food models.

Walk around with the wheat stalk and tap it for the students to hear.

Here the lesson diverges.

**For 1<sup>st</sup> grade**, continue here. Show Grain Anatomy poster. Distribute sprouted wheat berries to each student to further illustrate the parts of the seed. (Instructions for sprouting are at end of lesson).

**For Kindergarten**, jump to the next section. Read the Little Red Hen, then distribute sprouted berries to illustrate what was happening to the seeds underground. Finish the kindergarten lesson with a review

Have students do a few activities: jump in place, run in place, do arm circles, or dance.

Use a flashlight or battery powered toy to demonstrate how batteries give the flashlight energy (just like grains give our bodies energy) and if the flashlight does not have batteries it can't do what it is supposed to.

the grains group.

- No matter what grain you choose, it will give you energy that your body needs to keep going each day!

#### Activity: The Little Red Hen (Best for Kindergarten)

- Now we're going to read a story you may have read before, but we're probably going to focus on something different than you did before. We're going to read the story of The Little Red Hen. While you're listening to the story, I want you to pay attention to what happens to the seeds. When you do, you'll be learning more about grains and how they are made into the foods we eat.
- Now that we've talked about the seeds the Little Red Hen planted, let's take a look at a real wheat seed that has started to grow. You can see how the baby plant inside the seed has started to grow, just like the ones the Little Red Hen planted. This is how all grain foods begin.

Read "The Little Red Hen". Review what was learned in "The Little Red Hen" using the felt board, the "Wheat to Bread" poster, or pictures that show how bread is made.

#### Wrap-Up

- Today we learned all about the grains group and why it is so important for our bodies.
- Who can name a food in the grains group?
- Who can tell me why the foods in the grains group are so important for us to eat?

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#### Challenge

- Now that you know about the grains group, I challenge you to choose different foods from the grains group every day. Next time I come for nutrition class, I'll ask you what grain foods you ate.

#### Taste Test Ideas

- Whole grain sampler-- a mix of some or all of the following: whole grain cereals, popcorn, wheat thins, mini brown rice cakes
- Whole grain bagels or mini bagels with cream cheese
- Brown rice cakes and sunbutter
- Raisin bran muffins
- Popcorn

#### Additional Activities/ Energizers

1. Popcorn Popping Rhyme: Read poem and have students act out poem as you are reading it.

Popcorn, popcorn a crunchy snack  
Put it in a bowl or eat it from a sack  
It's a whole grain food I like a lot  
Let's put it in the popper and make it hot

*(students stand and recite the poem with the teacher)*

Sizzle, sizzle, sizzle, popcorn walk! *(students walk)*  
 Sizzle, sizzle, sizzle, popcorn hop! *(students hop)*  
 Sizzle, sizzle, sizzle, popcorn skip! *(students skip)*  
 Sizzle, sizzle, sizzle, popcorn march! *(students march)*

Now the popcorn is getting hot!

All the kernels get down and squat! *(students squat)*

Sizzle, sizzle, sizzle, sizzle, sizzle, sizzle...*(add as many sizzles as you want so students will be surprised when you say "pop")*

POP!!!! *(students jump up)*

*Adapted from the Go with the Whole Grain Kids, Bell Institute of Health and Nutrition*

2. Grain Group Foods: Have students act out foods from the grain group:

- Pop up like bread in a toaster
- Go limp like a noodle
- Break like a cracker
- Pop like popcorn
- Get flat as a pancake
- Roll up like a tortilla

3. Song: Eat Our Grains (Sing to the tune of "Here We Go Round the Mulberry Bush")

We eat our grains so we can play, we can play, we can play  
 We eat our grains so we can play, all day long

We eat our grains so we can learn, we can learn, we can learn  
 We eat our grains so we can learn, all day long

We eat our grains for energy, energy, energy  
 We eat our grains for energy, all day long

### Student Handouts

- Find the Grain Group Foods
- Grains Give Us Energy coloring sheet
- Grains are for Brains—find the food
- Many Grain Bread maze

### Parent Handouts

- Today in Nutrition Class...Grains (English & Spanish)
- 10 Tips: Make Half Your Grains Whole (English & Spanish)
- Grains Handout (English & Spanish)

### Teacher Extenders—extra materials for teachers to use later

- Grains from Seed to Bread—The Little Red Hen sequencing activity

### Lesson Roadmap

- Review previous lesson and challenge
- Mind Grabber: wheat stalk
- Discussion: foods in the grains, Little Red Hen story, importance of grains, wrap-up
- Challenge
- Tasting

(To sprout wheat berries, place a handful of wheat berries on a wet paper towel in a plastic container, uncovered. Keep at room temp and dampen as needed until sprouted (a few days) OR soak berries in water overnight, then drain and put into a strainer and rinse 1-2x a day until sprouted – less likely to encourage mold growth; store in fridge.)



Public Health

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