Team Nutrition “Smart Choices”
Manual

A Compilation of Standards-based
Nutrition Lessons
and Activities

Pre-kindergarten through Grade 6

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Team Nutrition “Smart Choices” Nutrition Education Program

Overview

The Team Nutrition “Smart Choices” Nutrition Education Program has been conducted in selected Washoe County elementary schools since 1998. Its primary goals are to:

- reinforce the importance and integration of nutrition education in the schools
- provide nutrition information and education resources to teachers, so that they are encouraged and better prepared to teach nutrition lessons
- promote adequate intakes of vegetables and fruits by students, a practice linked with a reduced rate of obesity

About the Team Nutrition “Smart Choices” Manual

Lessons compiled for this manual meet the following selection criteria:

- Reinforce Team Nutrition program goals and messages
- Are Internet-accessible
- Are in the public domain and are reproducible for educational purposes
- Require minimal preparation or materials
- Require little prior knowledge of nutrition
- Are provided in Spanish when available
Team Nutrition “Smart Choices”
Manual

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Lesson Handouts
A Close Look at MyPyramid®

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Eat More From Some Food Groups Than Others
Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Choose Healthier Foods From Each Group
Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

Every Color Every Day
The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You
MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time
You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.
MyPyramid For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov

Grains
Make half your grains whole

Vegetables
Vary your veggies

Fruits
Focus on fruits

Milk
Get your calcium-rich foods

Meat & Beans
Go lean with protein

Find your balance between food and fun
Fats and sugars — know your limits

Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.
**Tips for Families**

**Eat Right**

1. **Make half your grains whole.** Choose whole-grain foods, such as whole-wheat bread, oatmeal, brown rice, and lowfat popcorn, more often.

2. **Vary your veggies.** Go dark green and orange with your vegetables—eat spinach, broccoli, carrots, and sweet potatoes.

3. **Focus on fruits.** Eat them at meals, and at snack time, too. Choose fresh, frozen, canned, or dried, and go easy on the fruit juice.

4. **Get your calcium-rich foods.** To build strong bones serve lowfat and fat-free milk and other milk products several times a day.

5. **Go lean with protein.** Eat lean or lowfat meat, chicken, turkey, and fish. Also, change your tune with more dry beans and peas. Add chick peas, nuts, or seeds to a salad; pinto beans to a burrito; or kidney beans to soup.

6. **Change your oil.** We all need oil. Get yours from fish, nuts, and liquid oils such as corn, soybean, canola, and olive oil.

7. **Don’t sugarcoat it.** Choose foods and beverages that do not have sugar and caloric sweeteners as one of the first ingredients. Added sugars contribute calories with few, if any, nutrients.

**Exercise**

1. **Set a good example.** Be active and get your family to join you. Have fun together. Play with the kids or pets. Go for a walk, tumble in the leaves, or play catch.

2. **Take the President’s Challenge as a family.** Track your individual physical activities together and earn awards for active lifestyles at www.presidentschallenge.org.

3. **Establish a routine.** Set aside time each day as activity time—walk, jog, skate, cycle, or swim. Adults need at least 30 minutes of physical activity most days of the week; children 60 minutes everyday or most days.

4. **Have an activity party.** Make the next birthday party centered on physical activity. Try backyard Olympics, or relay races. Have a bowling or skating party.

5. **Set up a home gym.** Use household items, such as canned foods, as weights. Stairs can substitute for stair machines.

6. **Move it!** Instead of sitting through TV commercials, get up and move. When you talk on the phone, lift weights or walk around. Remember to limit TV watching and computer time.

7. **Give activity gifts.** Give gifts that encourage physical activity—active games or sporting equipment.

**Have Fun!**
**MyPyramid Worksheet**

Check how you did yesterday and set a goal to aim for tomorrow

<table>
<thead>
<tr>
<th>Write In Your Choices From Yesterday</th>
<th>Food and Activity</th>
<th>Tip</th>
<th>Goal (Based On a 1800 Calorie Pattern)</th>
<th>List Each Food Choice In Its Food Group*</th>
<th>Estimate Your Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast:</strong></td>
<td><strong>Grains</strong></td>
<td>Make at least half your grains whole grains.</td>
<td><strong>6 ounce equivalents</strong> (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>2½ cups</strong> (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Vegetables</strong></td>
<td>Color your plate with all kinds of great tasting veggies.</td>
<td><strong>1½ cups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fruits</strong></td>
<td>Make most choices fruit, not juice.</td>
<td><strong>3 cups</strong> (1 cup yogurt or 1½ ounces cheese = 1 cup milk)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>5 ounce equivalents</strong> (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ½ cup dry beans)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Milk</strong></td>
<td>Choose fat-free or lowfat most often.</td>
<td><strong>6 ounce equivalents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Meat and Beans</strong></td>
<td>Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.</td>
<td><strong>10 ounce equivalents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Physical Activity</strong></td>
<td>Build more physical activity into your daily routine at home and school.</td>
<td><strong>At least 60 minutes</strong> of moderate to vigorous activity a day or most days.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What’s the Right Amount of Food for Me?

Kids, ages 6-11, need 1,200 to 2,200 calories depending on age, gender and activity level. In general, boys require slightly more than girls, and active kids require more than inactive or sedentary kids.

### Calories

<table>
<thead>
<tr>
<th>Calories</th>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Milk</th>
<th>Meat &amp; Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,200</td>
<td>4 oz. each day</td>
<td>1.5 cups each day</td>
<td>1 cup each day</td>
<td>2 cups each day</td>
<td>3 oz. each day</td>
</tr>
<tr>
<td>1,400</td>
<td>5 oz. each day</td>
<td>1.5 cups each day</td>
<td>1.5 cups each day</td>
<td>2 cups each day</td>
<td>4 oz. each day</td>
</tr>
<tr>
<td>1,600</td>
<td>5 oz. each day</td>
<td>2 cups each day</td>
<td>1.5 cups each day</td>
<td>3 cups each day</td>
<td>5 oz. each day</td>
</tr>
<tr>
<td>1,800</td>
<td>6 oz. each day</td>
<td>2.5 cups each day</td>
<td>1.5 cups each day</td>
<td>3 cups each day</td>
<td>5 oz. each day</td>
</tr>
<tr>
<td>2,000</td>
<td>6 oz. each day</td>
<td>2.5 cups each day</td>
<td>2 cups each day</td>
<td>3 cups each day</td>
<td>5.5 oz. each day</td>
</tr>
<tr>
<td>2,200</td>
<td>7 oz. each day</td>
<td>3 cups each day</td>
<td>2 cups each day</td>
<td>3 cups each day</td>
<td>6 oz. each day</td>
</tr>
</tbody>
</table>

### Oils

Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

### Find your balance between food and fun

- Move more. Aim for at least 60 minutes every day, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

### Fats and sugars – know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.

For more information on what’s right for you go to [www.zip4tweens.com](http://www.zip4tweens.com) and click on Calculation Station. Or you can visit [www.MyPyramid.gov](http://www.MyPyramid.gov) and click on MyPyramid Plan.

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Pyramid Go Fish Instructions

Getting Ready
Print copies of the Pyramid Go Fish food cards. At least two sets of cards are needed for a class of 25 students; one set is adequate for a class of 10 – 12 students. Cut out the cards along the dotted lines. To make the cards sturdier, print onto card stock, laminate the cards, or paste the printed cards onto index cards or playing cards.

Playing Pyramid Go Fish
● Divide the students into groups of four.

● Give each group 30 cards.

● The dealer shuffles the cards and deals out four cards to each student, and places the rest in the middle.

● The first student (let’s call him Michael) asks the student sitting to his left, “Kayla, do you have a fruit?” If Kayla has a fruit she says, “Yes, I do,” and hands it to Michael, who then places his pair on the table. Michael is then able to ask the next student a question.

● If Kayla doesn’t have a fruit, she replies, “No I don’t have a fruit. Go fish,” and Michael can take a card from the pile in the middle. It is then Kayla’s turn to ask the student on her left for a card. The students continue to ask questions and match cards until all the pairs are found.

● The student with the most pairs wins.
Grains

Cereal

Vegetables

Cherry Tomatoes

Grains

Chex Mix

Milk

Chocolate Pudding

Grains

Chocolate Chip Muffin

Milk

Yogurt

Vegetables

Chef Salad

Grains

Wild Rice

Grains

Cereal

Grains

Yogurt
<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Green Peas</th>
<th>Grilled Fish</th>
<th>Meat &amp; Beans</th>
<th>Grilled Chicken</th>
<th>Fruits</th>
<th>Green Peas</th>
<th>Meat &amp; Beans</th>
<th>Ham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td>Grits</td>
<td>Fruits</td>
<td>Grilled Fish</td>
<td>Milk</td>
<td>Ice Cream</td>
<td>Honeydew</td>
<td>Fruits</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>2% Milk</td>
<td>Milk</td>
<td>Fat Free Milk</td>
<td>Fat Free Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td>Mashed Sweet Potatoes</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruits</td>
<td>Mango</td>
<td>Milk</td>
<td>2% Milk</td>
<td>Chocolate Fat Free Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grains

Vegetables

Fruits

Meat & Beans

Pretzels

Red & Green Pepper Slices

Vegetables

Side Salad

Red Grapes

Scrambled Eggs

Fruits

Meat & Beans

Sausage Links

Fruits

Meat & Beans

Salmon

Grains

Pretzels

Meat & Beans
Grains
Vegetables
Tortilla Chips
Vegetables
Tossed Salad
Vanilla Pudding
Milk
Tomato Soup
Tortilla Chips
Tossed Salad
Tossed Salad
Tomato Juice
Vegetables
Vegetables
Tomato Soup
Meat & Beans
Vegetables
Meat & Beans
Trail Mix
Vegetables
Tater Tots
Tossed Salad
Vegetables
Vegetables
Combination Foods

- Sandwich
- Sandwich
- Cereal with milk and bowl
- Spaghetti with meatballs
- Taco
- Pizza slice
CRANBERRIES

GRAPEFRUIT

GRAPE

Grapes

GRAPE TOMATOES

HONEYDEW MELON

KIWI
MUSHROOM
POTATO
PUMPKIN
RADISH
SPINACH
SWEET CORN
Go Fish for Fiber

Instructions: Glue each sheet to a piece of construction paper (so that you won’t be able to see through the cards). Then cut out the cards. Now you’re ready to play! Shuffle the cards, and then deal five cards to a friend and five to yourself. Place the rest of the cards in a stack in between the two of you. Look at your cards. If you have any matches, put them down in front of you. If it’s your turn, ask your friend if he or she has a card that would match one of the cards in your hand. (“Do you have any oatmeal?”) If your friend has the card, he or she gives it to you and you put the matched pair in front of you. Then you can keep asking your friend for another card until he or she doesn’t have the card you want. If that happens, your partner will say, “Go Fish for Fiber!” That means you’ll have to draw a card from the stack. Then it’s your friend’s turn. Keep playing until there are no cards left in the deck. Have fun fishing for fiber!

<table>
<thead>
<tr>
<th>Apple</th>
<th>Almonds</th>
<th>Baked Beans</th>
<th>Oatmeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-grain bread</td>
<td>Lima beans</td>
<td>Bran muffins</td>
<td>Bananas</td>
</tr>
</tbody>
</table>
Go Fish for Fiber

- orange
- peas
- pear
- strawberries
- raspberries
- brown rice
- sweet potatoes
- prunes
Pre-K and Kindergarten
1. Introducing MyPyramid for Kids
2. Eat Smart. Play Hard. Taste the Colors
3. Nutrition Education Breakfast
4. Misc. Activities and Handouts
MyPyramid for Kids – Lesson Plan #1

Introducing My Pyramid

Estimated Lesson Time: 20 minutes

Washoe County School District (WCSD) Content Standards:

Science:
L.2.A.2 – I can tell differences between same kinds of plants.
L.2.C.1 – I can recognize growth and energy resources.
L.2.D.1 – I can sort plants by characteristics.
N.2.A.1 – I can make observations and give descriptions as well as categorize matter.
P.2.A.3-4 – I can recognize that different objects are made of different materials.

Other WCSD Standard Links:

Language Arts:

Math:
1.K.10, 4.K.3

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Introducing MyPyramid: Pre-K to Kindergarten

Note to nutrition educators:
This lesson will help you introduce MyPyramid to pre-k and kindergarten students. Some pre-k and kindergarten students may be familiar with the old Food Guide Pyramid if they have been in your classes. For most, this will be the first time they hear about a pyramid that helps us learn about healthy eating and moving our bodies.

To learn more about MyPyramid and try some of its interactive features, visit MyPyramid.gov.

Knowledge objectives
Students will know:
· MyPyramid reminds us to eat foods from all the colors.
· MyPyramid reminds us to have fun moving our bodies.

Behavioral objectives
Students will recognize MyPyramid.

Supplies needed
· MyPyramid poster (N943)

Student handout
· MyPyramid for youths (N942)

Teacher references
· MyPyramid.gov
· MyPyramid 101 packet (N940)

Core activity
· Clap for MyPyramid

Doing the Lesson
Introduce yourself and tell students:
I will be visiting the classroom to talk about eating yummy, healthy foods and having fun moving our bodies.

Point to the MyPyramid poster and tell students:
This is called MyPyramid. Each color shows us different types of yummy foods we can eat each day to help us grow, play and stay healthy.

Tell students what type of food each color represents. For example, orange is the color for grains. Ask them what types of grains they like to eat. Start by telling them some grain foods you like to eat. Be sure to mention some whole grain foods. Go through each color.

Point to the person walking up MyPyramid.
Ask the students: Why do you think someone is walking up MyPyramid? Could this be a message that we need to move our bodies every day?

Tell the students: MyPyramid has important messages for us.

· We need to eat foods from all the colors each day.
· We need to have fun moving our bodies every day.

Do Clap for MyPyramid activity

Lesson summary
Ask the students: What is one important thing you would like to tell your family or your teacher about MyPyramid? Answers could include:

· We should eat foods from all the colors every day.
· We should have fun moving our bodies every day.
Core activity: Clap for MyPyramid

Purpose
Students will have fun moving their bodies while learning about the colors of foods on MyPyramid.

How to do this activity
Have the students count off into the five color groups from MyPyramid:

- **Orange** for grains
- **Green** for vegetables
- **Red** for fruits
- **Blue** for milk
- **Purple** for meat and beans

Tell students: When I call out a food from your color group, jump up in the air and clap your hands over your head. For example, when I say “strawberry,” all the reds jump in the air and clap their hands because red stands for fruits. Play until every group has had a chance to jump in the air several times.
Eat Smart. Play Hard. – Lesson Plan #2

Taste the Colors

Estimated Lesson Time: 20 minutes

WCSD Content Standards:

Science:
L.2.A.2  – I can tell differences between same kinds of plants.
L.2.B.1  – I can recognize that we use our senses to know our world.
L.2.C.1  – I can recognize growth and energy resources.
L.2.D.1  – I can sort plants by characteristics.
N.2.A.1  – I can make observations and give descriptions as well as categorize matter.
P.2.A.3-4 – I can recognize that different objects are made of different materials.

Other WCSD Standard Links:

Language Arts:
8.K.2, 8.K.4, 10.K.1, 10.K.2

Math:
1.K.1, 2.K.1, 4.K.3

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.

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Taste the Colors Lesson Plan

Target Audience
Children, ages 3 to 4

Behavior Objectives
Children who participate in this activity will:
• Touch fruits and vegetables, describing their colors, shapes, sizes, and smell.
• Try a bite of an unfamiliar fruit or vegetable.

Lesson Overview

20-MINUTE ACTIVITY!
• As an activity opener, use colorful fruits and vegetables and Power Panther finger puppets to tell children that “tasting the colors” is good for you!
• Children use words to describe colorful fruits and vegetables: how food looks, feels, smells, and sounds.
• For the tasting activity, the children taste and describe how the fruit or vegetable tastes. Recognize and reinforce participants by giving an Eat Smart. Play Hard™ fruit or vegetable sticker. Repeat activity.
• Each child receives the family handouts, Together at Home ... Let’s Try New Foods! to share with his or her family at home.

Colorful fruits and vegetables are fun for kids to eat - and they’re good for them, too!
• Gather supplies for tasting: plate or tray to display the food, cutting board, small knife, and paper napkins.

• Gather and arrange four different cut and/or uncut fruits and vegetables on plates so you can talk about how they look on the inside and the outside. Consider seasonal, locally grown, or dried fruits.

• Order enough Eat Smart. Play Hard.” Power Panther stickers for each child at www.fns.usda.gov/eatsmartplayhard/orderform.htm

• Make copies of the two-page family handout Together at Home ... Let’s Try New Foods! to give to each child to take home.
Background Information for Leaders

Use this information to guide your fruit and vegetable activities with children and their parents. It’s not meant to be presented directly to children.

Fruits and vegetables help active, growing children stay healthy.
- Different colors of fruits and vegetables have different nutrients. Eating colorful fruits and vegetables is fun and healthy.
- Learning to taste, eat, and enjoy a variety of fruits and vegetables in childhood sets the stage for enjoying them throughout life.

Fruits and vegetables come in many different colors, sizes, shapes, textures, and tastes.
- Children learn and practice basic skills (e.g., observation, language, comparing, using their senses) as they discover, talk about, and taste different fruits and vegetables.

Fruits and vegetables that might be used in the “Taste the Colors” lesson include:
- red: tomatoes, beets, red pepper, radishes, strawberries, red apples, watermelon
- yellow: summer squash, corn, yellow pepper, bananas, lemon, pineapple
- green: green pepper, broccoli, cabbage, spinach, celery, okra, collard greens, bok choy, green grapes, kiwifruit, lime
- blue/purple: eggplant, blueberries, plums, purple grapes
- orange: carrot, sweet potato, acorn squash, orange, apricot, peach, mango
- white: cauliflower, onion, parsnip, jicama

For a more comprehensive list of fruits and vegetables by color category and for words to describe fruits and vegetables, refer to Fruits and Vegetables by Color Category, in Fruits & Vegetables Galore: Helping Kids Eat More. To view and download: www.teamnutrition.usda.gov/Resources/fv_galore.html
Encouraging children to try and accept new fruits and vegetables is more successful when they can taste them:

- Offer a familiar food and a new food at the same time.
- Offer a new fruit or vegetable when a child is hungry.
- Involve the child. Let them help choose and help you wash, prepare, and serve fruits and vegetables for tasting.
- Prepare fruits and vegetables for tasting in different ways. Finger foods are fun and easy! Cut into different shapes: chunks, strips, triangles.
- Offer a new food to a more adventuresome child first. Others will follow.
- Talk about the color, shape, feel, smell, sound, and taste - not about liking or disliking the food.
- Offer tiny tastes. Cut foods for tasting in bite-size pieces. Avoid fruits and vegetables a young child might choke on: whole grapes or hard vegetables, such as large raw carrot pieces.
- Encourage at least one bite, but let them decide if they want to taste. Avoid forcing a child to taste.
- Be a role model. Taste fruits and vegetables together.

  - Try again since a child may be cautious. Children may need to try a new fruit or vegetable 6 to 12 times before accepting it.
  - Respect differences. A child doesn’t need to taste or like every food.
  - Be aware of any food sensitivities.
  - Be sure children have clean hands before they handle or taste food.
1. **Introduce the tasting party...** to get children thinking about the fun of trying fruits and vegetables.
   — Explain that today they will have fun with a tasting party. They will taste some colorful fruits and vegetables as part of the fun!

2. **Bring out the fruits and vegetables.**
   — Give children time to look (color, shape, size), feel, and smell.
   — Practice the names of the new foods as you explore them together.
   — Ask: How does this food:
     - Look? [green, orange, purple, round, skinny, oval, tiny, huge]
     - Feel? [fuzzy, smooth, bumpy, prickly, soft, hard, hot, icy]
     - Smell? [sweet, sour]
   — Ask: How are these foods alike and different?

3. **Taste the colors...** give children the chance to be food tryers and taste one or more fruits and vegetables that are new.
   — Look at the cut fruits and vegetables. Talk about the inside color, any seeds or sections, and how they smell.
   — Invite children to try just one small bite of the food. Join the one-bite club with them. Trying just one bite is enough to talk about the taste. However, some children may not want to taste.
   — Ask: What words describe how these foods taste? [sweet, salty, bitter, spicy, bland, sour] How does the food feel in your mouth? [smooth, crunchy]
   — Invite children to have another taste.

4. **Give every child an** Eat Smart. Play Hard.™ sticker for joining in.
   If a child decides not to taste this time, that’s okay.
   Encourage the child to taste next time.
   — Review by asking: What colors did we taste today?
Extra Teaching Activities

If you have more than 20 minutes, these are some extra activities you might do.

Create simple finger puppets... put a fruit or vegetable sticker (broccoli, carrots, tomato, orange, grapes, strawberries) and a Power Panther sticker from the Eat Smart. Play Hard.™ stickers on seven of your fingertips. Gather children in a circle. Introduce each finger puppet with a wiggle of your finger(s) with the sticker(s) and these words:

• “I’m the Power Panther. I eat veggies every day. [Teacher wiggles fingers.] Veggies give me power to help me learn and play. Can you name my ‘veggie friends’?” [Children name broccoli, carrot, and tomato.]

• “I’m the Power Panther. I eat fruits every day. Fruits give me power to help me learn and play. Can you name my ‘fruity friends’?” [Children name grapes, orange, and strawberries.]

• “We’re the fruits and vegetables. Do you eat us every day? Fruits and veggies give you power to help you learn and play. Can you name our bright colors?” [Teacher wiggles one fruit or vegetable finger at a time as children name their colors.]

• Everyone says, “Taste the colors!”

• Print out Power Panther clip art: www.fns.usda.gov/eatsmartplayhard/Zone/clipart.html

Color them healthy... With the children’s help, make a “Taste the Colors!” bulletin board display of fruit and vegetable pictures. Children may color or draw their own pictures with crayons, markers, or paint, or find colorful magazine pictures. Add clip art of Power Panther and the words “Taste the Colors!”

Enjoy all kinds of foods! That's good advice for kids – and for you. When kids learn to enjoy many foods, they have more choices for smart eating throughout life. That's good because different foods promote growth and health in different ways. Food variety makes eating more interesting and fun, too. Remember: seeing, trying, comparing, and talking about different foods is part of learning.

Good feelings about trying new foods help lead to a lifetime of healthful eating. Try new fruits and vegetables as fun experiences with your child.

- Offer a new food first, before foods your child eats already. Kids usually are more willing to try new foods when they are hungry.
- Have your child choose a new food as you shop. Trying new foods is more fun for kids when they pick them.
- Do a taste test. Talk about a new food. Have your child describe the color, shape, feel, smell, sound, and taste – and not whether your child likes or dislikes it.
- Go for at least “one bite.” But stay away from forcing your child to taste. Keep food trying positive.
- Try new foods, too. Encourage your whole family to try new foods! Kids copy what they see and hear. Don’t say anything if you don’t like the food.
- Prepare new foods in different ways. Many kids prefer to pick up raw vegetables with fingers. That may seem better than the same new vegetable that is cooked.
- Try and try again. Many kids need to try a new food 6 to 12 times before they like it. It's normal for kids to be cautious at first.
- Relax. Your child doesn’t need to like every food. Everyone (you, too) has different food favorites.
Clip this!

Give your child credit for trying new foods. Keep an “I tried it” chart on the refrigerator. Write the name of each new food. Your child can add a star ★ each time he or she tries it.

I Tried It!

My New Food | Tasting Stars ★★
-------------|-------------------
1 __________________ | __________________
2 __________________ | __________________
3 __________________ | __________________
4 __________________ | __________________
5 __________________ | __________________
6 __________________ | __________________

Try this:

Use new words as you explore new foods together.
Ask: How does this food:
• Look? Green, orange, purple, round, skinny, oval, tiny, huge
• Feel? Fuzzy, smooth, bumpy, prickly, soft, hard, hot, icy
• Sound? Crunch, crackle, splash, pop, snap
• Taste? Sweet, salty, bitter, spicy, bland, sour
## Fruits & Vegetables by Color Category

<table>
<thead>
<tr>
<th>Blue/Purple</th>
<th>Green</th>
<th>White</th>
<th>Yellow/Orange</th>
<th>Red</th>
</tr>
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<tbody>
<tr>
<td>Purple Asparagus</td>
<td>Green Apples</td>
<td>Bananas</td>
<td>Yellow Apples</td>
<td>Red Apples</td>
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<tr>
<td>Purple Belgian Endive</td>
<td>Artichokes</td>
<td>Brown Pears</td>
<td>Apricots</td>
<td>Beets</td>
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<tr>
<td>Blackberries</td>
<td>Arugula</td>
<td>Cauliflower</td>
<td>Yellow Beets</td>
<td>Blood Oranges</td>
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<tr>
<td>Black Currants</td>
<td>Asparagus</td>
<td>Dates</td>
<td>Butternut Squash</td>
<td>Cherries</td>
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<td>Avocados</td>
<td>Garlic</td>
<td>Cantaloupe</td>
<td>Cranberries</td>
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<tr>
<td>Blueberries</td>
<td>Green Beans</td>
<td>Ginger</td>
<td>Cape Gooseberries</td>
<td>Pink/Red Grapefruit</td>
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<tr>
<td>Purple Carrots</td>
<td>Broccoli</td>
<td>Jerusalem Artichokes</td>
<td>Yellow Figs</td>
<td>Red Grapes</td>
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<tr>
<td>Dried Plums</td>
<td>Broccoli Rabe</td>
<td>Artichokes</td>
<td>Grapefruit</td>
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<td>Eggplant</td>
<td>Brussels Sprouts</td>
<td>Jicama</td>
<td>Golden Kiwifruit</td>
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<td>Green Cabbage</td>
<td>Kohlrabi</td>
<td>Lemon</td>
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<td>Purple Figs</td>
<td>Celery</td>
<td>Mushrooms</td>
<td>Mangoes</td>
<td>Pomegranates</td>
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<td>Purple Grapes</td>
<td>Chayote Squash</td>
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<td>Purple Peppers</td>
<td>Chinese Cabbage (Napa/Boc Choy)</td>
<td>Onions</td>
<td>Oranges</td>
<td>Radicchio</td>
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<td>Plums</td>
<td>Cucumbers</td>
<td>Parsnips</td>
<td>Papayas</td>
<td>Radishes</td>
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<tr>
<td>Potatoes (purple flesh)</td>
<td>Endive</td>
<td>White Corn</td>
<td>Peaches</td>
<td>Raspberries</td>
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<tr>
<td>Purple Cabbage</td>
<td>Green Grapes</td>
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<td>Raisins</td>
<td>Honeydew Melon</td>
<td>Potatoes (white flesh)</td>
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<td>Kiwifruit</td>
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<td>Persimmons</td>
<td>Tomatoes</td>
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<td>Leafy greens</td>
<td>Turnips</td>
<td>Pineapples</td>
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<td>Pumpkin</td>
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<td>Limes</td>
<td></td>
<td>Rutabagas</td>
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<td>Okra</td>
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<td>Yellow Summer Squash</td>
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<td>Green Onion</td>
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<td>Sweet Corn</td>
<td></td>
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<tr>
<td></td>
<td>Peas (Green, Snap, Snow)</td>
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<td>Sweet Potatoes</td>
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<td>Green Pears</td>
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<td>Tangerines</td>
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<td></td>
<td>Yellow Winter Squash</td>
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</tr>
</tbody>
</table>
Nutrition Education – Lesson Plan #3

Breakfast

Estimated Lesson Time: 30-60 minutes

WCSD Content Standards:

Science:
L.2.C.1 – I can recognize growth and energy resources.

Other WCSD Standard Links:

Language Arts:

Math:
1.K.1

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Nutrition Education: Breakfast

Summary: Breakfast is important.

Objective: Describe and practice responsible behaviors for health and safety.

Instructional Procedures:

1. Breakfast does magic for our bodies because it gives our bodies fuel and energy to start the day.
2. Breakfast is a very important meal because it gives us the energy we need to get our bodies working.

Materials/Supplies:

1. MyPyramid for Kids Poster (see Team Nutrition lesson plan binder pocket).
   MyPyramid Materials can be found in the Lesson Handouts section of this binder or downloaded @ www.mypyramid.gov / MyPyramid for Kids / Classroom Materials
2. Eyeglasses handout 2-1 (Attached…1 per student)
3. A Diet is What You Eat handout (Attached…1 per student)
4. Coloring utensils (crayons, markers, etc.)
5. Scissors
6. Food pictures from magazines (or food handouts from Lesson Handouts section)
7. Paper plates (optional-1 per student)
8. Large chart paper (optional)
9. Laminate (optional)

Introduction:

1. Before teaching, review “Background for teachers…Why is Breakfast so Important” handout
2. Post the MyPyramid for Kids Poster in plain view
3. Ask each student to make a pair of magic breakfast glasses. Students may wish to use the pattern, see "Eyeglasses 2-1". Have students color the glasses, then cut them out. Be sure they cut out the lenses of their glasses so they can see through them. If possible, laminate the glasses for greater durability.
4. Put on your magic breakfast glasses. Explain to the students that these glasses help people see through new eyes. They help people see breakfast in a whole new way. Breakfast does magic for our bodies because it gives our bodies fuel and energy to start the day.
5. Breakfast is a very important meal because it gives us the energy we need to get our bodies working. Our bodies are like cars. Show the handout "A Diet Is What You Eat".

- What do we put in a car to make it run?
- What would happen if we put juice or milk into the car?

6. The car needs a special kind of fuel. Our bodies are the same. We must put the right kind of fuel in our bodies if we want them to work correctly. If they do not have fuel (food), they will not be able to move and do the activities they need to do. When a body does not have food to start the day, it feels slow and tired.

- What kinds of fuels do our bodies like?

7. How many of you are hungry? (Most of the children will raise their hands). Ask them if they know how long it has been since they have eaten breakfast? Go to the clock and count the hours since they have eaten. Explain to them that it has only been two or three hours since they ate breakfast and their bodies are beginning to get hungry already. If they eat dinner in the evening and then wait until breakfast to eat again, how hungry do they think their bodies will be? They will be very hungry. It is important to fill our bodies with nutritious fuel before beginning school each day.

Activity #1 Breakfast Foods:

1. Any healthy food can be a breakfast food. A child can make his/her own breakfast with healthy choices found at home.
2. If your school has a school breakfast program, explain to the children that these meals are nutritionally balanced and will provide the fuel needed to help their bodies work.
3. Ask the children for suggestions and make a "Healthy Breakfast List" on large chart paper. In order to have a nutritious breakfast, include food from at least three of the food groups. Refer to MyPyramid for Kids. Some ideas are:

- Peanut butter on toast
- Yogurt
- Cereal with fruit
- Cold pizza
- Dried fruit
- Glass of juice
- Sandwich
- Piece of fruit
- Glass of milk

Adapted from: http://www.uen.org/Lessonplan/preview.cgi?LPid=972
Optional Activity #2: Big Breakfast Book

1. Have the children write a "Big Breakfast Book" about the foods they like to eat for breakfast. Each child may either write his/her own words, or dictate them. Have the children include things such as what they like to eat, who they eat with, how they feel when they do not eat breakfast, etc. They could illustrate the pages as an art project, and then bind them together into a class book.
2. Let the children decide the title they want for their book. Read the book to the class, let the child author read his/her own page to the class, or let the principal come in for an authors' reading. Display the book for the children to see.

Optional Activity #3: Snack

1. Teach the children how to make one of the following breakfasts. These meals involve no cooking and include at least three food groups.

   - Cheese rolled over a breadstick and a glass of fruit juice
   - Toast with frozen fruit and a glass of milk
   - Toaster waffles with a banana and glass of milk
   - Bananas rolled in vanilla yogurt and granola

Note: As they are eating their breakfast, it would be an opportune time to have the principal visit the class and read the "Big Breakfast Book" together.

Evaluation:

Give each child a paper plate and a stack of food pictures from magazines. Each child should find healthy foods they enjoy for breakfast, cut them out, and paste them onto the plate. Their breakfast should include at least three food groups. The plates should then be displayed on a bulletin board for a healthy breakfast display. Other ideas include:

   - Fruit bowl and bagel with cream cheese
   - Bacon, eggs, toast, glass of orange juice
   - Tuna fish sandwich
   - Blender recipe (WAKE-UP SHAKE)
   - Piece of pizza or snack pizza

 Adapted from: http://www.uen.org/Lessonplan/preview.cgi?LPid=972
Background for Teachers…Why is Breakfast so Important?

The meaning of the word breakfast indicates one of the reasons that breakfast is so important - it breaks the fast. A fast is a period when one voluntarily goes without food. The most common time usually occurs during the night when one is sleeping. After long periods without food the mind and body function better if they are fed.

The relationship between fasting and nutrition is physiologically very complex. One of the ways in which the body responds to fasting is that of the metabolism process. Food is broken down to be used by the body. The body slows down and uses the energy provided by food in more efficient ways. This is sometimes referred to as the survival syndrome and may be one of the contributing factors to obesity. Skipping breakfast may also lead to over-eating at later meals. This is because the person will be hungrier and will tend to eat faster and larger portions to relieve the hunger and desire for food. When a person is very hungry it is easier to eat too much as well as to eat foods which are high in fat and sugar content. This is the case when it has been a long time since the last meal or snack. Water, or the lack of water, is also an important factor when it comes to the reason for hunger.

Registered dietitians recommend that it is more healthful and easier to maintain a normal weight if a person eats reasonable portions of food on a more frequent basis, with shorter periods of fasting, than to eat large meals which are spaced several hours apart. For this reason, the breakfast meal is more significant than ever. Additionally, breakfast eaters are more likely to meet daily recommendations for iron and calcium (“Healthy Living: Making the Grade—Tips for Feeding School-Age Children” www.kraftfoods.com).

The body needs a consistent supply of nutrients to build and repair the body tissues which are constantly being damaged or used up by normal living. Protein is the essential nutrient that must be replenished to meet this need. Carbohydrates should be replenished to provide energy for activities. Breakfast can make an important contribution to the daily needs of the body, especially providing energy for the morning activities and work. To get enough nutrients and calories to start the day, try to make your breakfast at least 1/4 of the nutrients in the recommended daily allowance (RDA) or from MyPyramid.

Studies show that the brain needs breakfast, too. Children who eat breakfast perform better on standardized achievement tests, are tardy less often, have fewer behavioral problems and have more energy to focus their attention on school work (Office of Operations and Management Services, University of the State of New York Education Department, 2002 Annual Report. www.oms.nysed.gov).

Breakfast traditions differ in different cultures. In some cultures, it is usual to have a very light meal consisting of a hot beverage and a roll or bread and butter, while in others, a large meal consisting of several dishes, may be served. In general, countries which are

Adapted from: http://www.uen.org/Lessonplan/preview.cgi?LPid=972
have colder climates customarily have larger breakfasts than the warmer countries because food supplies body warmth as well as provide energy.

Breakfast food can be any food which a person likes and which can be prepared within the time limits which most people have in the mornings. Traditional breakfast foods in the United States usually include bread and cereal products, eggs, quickly prepared meats, and fruit or fruit juices. Any food can be eaten for breakfast. If a person dislikes the traditional choices, then non-traditional foods such as pizza or a sandwich may be preferred and can offer the same nutritional contributions as the usual breakfast foods. The important thing is to make a choice. It is difficult to meet the body's nutritional needs if breakfast is skipped.
A diet is ... what you eat.
Pre-kindergarten and Kindergarten: Classroom Nutrition Activities and Source Links*

**A. Fruits and Veggies More Matters Coloring Pages**
1) Eat, Play, Win with fruits and veggies!
2) Transform with fruits and veggies!
3) Be Awesome, Eat your fruits and veggies!
4) Fruit and Veggies they’re everywhere:
5) Power your day the fruit and veggie way!
Source: [http://www.fruitsandveggiesmorematters.org/?page_id=78](http://www.fruitsandveggiesmorematters.org/?page_id=78)

**B. USDA Eat Smart and Play Hard Activity Sheet**
6) Let’s Go On A Snack Hunt (English and Spanish versions)
7) Power Panther’s Picnic (English and Spanish versions)

**C. USDA Team Nutrition: Eat Smart With MyPyramid for Kids Activity Book**
8) Eat Smart with MyPyramid for Kids (page 11, 13/40 on pdf. File)
9) MyPyramid Maze (page 10, 34/40 on pdf. File)

**D. Iowa Department of Public Health: Pick a better snack and ACT Lessons**
10) March Activity K-1: Power-Up With Breakfast Foods (page 5, 5 of 20 on pdf. File)
Source: [http://www.idph.state.ia.us/pickabettersnack/teachers.asp](http://www.idph.state.ia.us/pickabettersnack/teachers.asp)

**E. Washington State Potato Commission: The Potato Workbook activity**
11) Find the Hidden Picture activity (page 12, 13/14 on pdf. File)

*Activities integrate nutrition content with Language Arts, Science, and/or Math education standards*
Eat, Play, Win
with fruits and veggies!
Transform with fruits and veggies!
Be Awesome
Eat your fruits and veggies!
Fruits and Veggies they're everywhere:
fresh, frozen, canned, dried and 100% juice!
Power your day the fruit and veggie way!

fruits & veggies more matters™

fruitsandveggiesmorematters.org
Let's Go On A Snack Hunt

Inside/Outside

Draw a line to match the outside to the inside. Trace the first letter of the name of the fruit or vegetable.

- Cucumber
- Pineapple
- Tomato
- Carrot

Power Panther says… Eat Smart. Play Hard.

Color By Fruit

Find crayons that match the colors of the fruits. Color the spaces on Power Panther to make a cool picture.

- Purple
- Red
- Yellow
- Orange

www.fns.usda.gov/eatsmartplayhard

Food and Nutrition Service
The USDA is an equal opportunity provider and employer.
Vamos a Buscar un Bocado

Adentro/Afuera

Dibuja una línea para emparejar lo de afuera con lo de adentro.

Traza la primera letra del nombre de la fruta o el vegetal.

Busca lápices del mismo color que las frutas. Colorea los espacios en Power Panther para crear un cuadro divertido.

Colorea de Acuerdo a la Fruta

 Servicio de Alimentos y Nutrición
La USDA es proveedora y empleadora de igualdad de oportunidades.

www.fns.usda.gov/eatsmartplayhard
Power Panther's Picnic

1. Someone has hidden Power Panther’s snacks. Help him find them. How many did you find? Circle the right number.

   - Answer to #1: 10

2. Draw your favorite snack in the picnic basket.

www.fns.usda.gov/eatsmartplayhard

Food and Nutrition Service
The USDA is an equal opportunity provider and employer.

Power Panther says... Eat Smart. Play Hard.
El Picnic de Power Panther

1. Alguien ha escondido los bocados de Power Panther. Ayúdalo a encontrarlos.

¿Cuántos encontraste? Circula el número correcto.

4  7  10

2. Dibuja tu bocado favorito en la cesta de picnic.

Servicio de Alimentos y Nutrición
La USDA es proveedora y empleadora de igualdad de oportunidades.
Lead the pal from MyPyramid through the maze and help find foods from each food group on the way to MyPyramid for Kids.
## Eat Smart With MyPyramid For Kids

### Draw a circle around the foods that are in the Grain Group
- Bread
- Sweet potato
- Popcorn
- Pasta (bow tie)
- Cereal
- Candy

### Draw a rectangle around the foods that are in the Vegetable Group
- Carrots
- Spinach
- Grapes
- Pasta (macaroni)
- Broccoli
- Swiss cheese

### Draw a square around the foods that are in the Fruit Group
- Corn
- Orange juice
- Apple
- Banana
- Strawberries
- Muffin

### Draw a triangle around the foods that are in the Milk Group
- 1% Milk
- Yogurt
- Egg
- American cheese
- Cookies
- Orange juice

### Draw an oval around the foods that are in the Meat and Beans Group
- Peanut Butter
- Egg
- Beans
- Chicken
- Pork chop
- Fish
POWER-UP
With Breakfast Foods

Draw a circle around 5 pictures of foods you like to eat for breakfast.

- Bagel with low-fat cream cheese
- Cereal
- Low-fat chocolate milk
- Yogurt
- Eggs
- Toast
- Watermelon
- Oatmeal
- Banana
- Pear
- Grapes
- Juice
- Pineapple
Find the hidden picture.

Color in the numbers: 1 = brown, 2 = light red, 3 = yellow,
4 = your choice and 5 = your choice!

Or go wild and use your imagination! (ps. green and red make brown)
Grades 1 and 2
MyPyramid for Kids Level 1, Lessons 1-3

Breakfast, Lunch, and Dinner with Gregory

How to Teach Nutrition to Kids

Misc. Handouts and Activities
MyPyramid for Kids – Lesson Plan #5a

Exploring MyPyramid

Estimated Lesson Time: 30-40 minutes

WCSD Content Standards:

Science:
L.2.A.2 – I can tell differences between same kinds of plants.
L.2.D.1 – I can sort plants by characteristics.

Language Arts:
8.2.2 – I can attend and respond to public presentations and a variety of media.
8.2.4 – I can follow two-step oral directions.
9.2.1-2 – I can use specific vocabulary to communicate ideas as well as speak clearly with an understandable pace.
10.2.1-2 – I can demonstrate turn-taking in conversations and group discussions as well as ask and answer questions to gather and provide information.

Other WCSD Standard Links:

Language Arts:
1.1-2.6, 4.1.3, 8.1.2, 8.1.4, 9.1.1-2, 10.1.1-3

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
MyPyramid for Kids
Lessons for Grades 1 and 2
Dear Teacher,

The U.S. Department of Agriculture (USDA) has developed these lessons to help you teach children in grades 1 and 2 about MyPyramid. The lessons feature a graphic developed specifically for elementary students titled MyPyramid for Kids. They are designed to integrate nutrition with science, math, health, and language arts. Physical activity is also emphasized.

The lessons:
- Communicate nutrition concepts through age-appropriate, fun activities
- Contain handouts to be duplicated
- May be taught with minimal preparation
- Include a link with the school lunch program
- Provide an activity to send home to parents.

Also included with these lessons are: a MyPyramid for Kids poster, 50 Tips for Families flyers to send home to parents, a CD ROM with an interactive computer game, a CD ROM with all the lesson materials and supplemental materials for educators, and the Fruit and Vegetable Challenge poster kit. Your students will have fun as they learn to eat well and be physically active.

### Here is a snapshot of what the three lessons cover:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Individual Student Activity</th>
<th>Group Activity</th>
<th>Lunchroom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring MyPyramid for Kids</td>
<td>Students learn the food groups that make up MyPyramid for Kids and participate in a physical activity.</td>
<td>Color the MyPyramid for Kids handout using the proper color for the 5 food groups plus oils.</td>
<td>Students play the Moving More physical activity game.</td>
<td>Students categorize lunchroom foods according to the food groups in MyPyramid for Kids.</td>
</tr>
<tr>
<td>Eat Smart with MyPyramid for Kids</td>
<td>Students learn how they can use MyPyramid for Kids to help them make food choices for healthy eating.</td>
<td>Using the Eat Smart with MyPyramid for Kids handout, students categorize foods into the proper food groups.</td>
<td>Students participate in the Pyramid Go Fish food group categorizing game.</td>
<td>Students visit the cafeteria and learn where to find foods from each food group.</td>
</tr>
<tr>
<td>Vary Your Veggies and Focus on Fruits</td>
<td>Students identify fruits and vegetables they like and expand the variety of fruits and vegetables they eat.</td>
<td>Using the My Fruit and Vegetable Diary handout, students complete a diary of fruits and vegetables they have eaten.</td>
<td>Students complete the Graph It exercise, graphing the number of vegetables and fruits eaten by the class.</td>
<td>Students identify fruits and vegetables eaten at lunch each day and complete the Fruit and Vegetable Challenge poster.</td>
</tr>
</tbody>
</table>
A Close Look at MyPyramid

*MyPyramid for Kids* reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

**Be Physically Active Every Day**
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

**Choose Healthier Foods From Each Group**
Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

**Eat More From Some Food Groups Than Others**
Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

**Every Color Every Day**
The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

**Make Choices That Are Right for You**
*MyPyramid.gov* is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

**Take One Step at a Time**
You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.
Lesson 1:
Exploring MyPyramid for Kids

Getting Started:

Hang the MyPyramid for Kids poster where your students can see it. Ask students to describe what they see – colored stripes, pictures of food, stairs, and so on. Use this discussion to assess your students’ understanding of MyPyramid for Kids.

Activity: What’s On the Poster?

1. Point out that foods on the poster are arranged in groups. Help students use the key to learn which color represents which food group. Which of the colored stripes are the largest? Point out that these are foods that children should choose more often. Which are the smallest? These are foods that children should choose less often.

2. Point out that everyone needs food to live and grow. But if people eat too much of some foods high in sugar and fat, they don’t have enough room to eat other foods that are good for them. Ask students to name healthy choices from each of the food groups.

3. Discuss each food group in turn. Ask students to identify the foods they know that are shown on the poster. What are some other foods from each group that they like or know about?

4. At this age, some students may not know what a “grain” is. Grains come from plants like wheat, corn, and oats. They are used to make foods like bread, cereal, tortillas, and corn muffins. Popcorn is a grain-group food, too.

5. What’s the thin yellow stripe? It represents oils, which can be found in foods like nuts or fish or added to foods as soft margarine or salad oil. Note how thin the stripe is. Most people need to limit the amount of oils they eat.

6. Why are there stairs? They represent physical activity. Look at the variety of activities shown on the poster. How many do you see? Part of being healthy is keeping physically active. Ask students to describe some of the ways they stay active. (Remind them that walking the dog, doing household chores and other daily activities count, as well as sports activities.)

7. Give each student a copy of the MyPyramid for Kids handout. Using the wall poster as a reference, have students color the stripes to match the colors on the poster. In the space provided have students draw or paste a picture of a smart food choice from each group and write in the name of the food group. You may want to have students bring in pictures of their own food choices for healthy eating from each group and make their own pyramid.

Lesson Highlights

Objective

Students will:
• Learn that foods are divided into food groups.
• Learn the colors that represent the food groups.
• Participate in physical activity while learning about the importance of daily physical activity as a part of good health.

Curriculum Connections:
Science, Health, Physical education, Language arts

Student Skills Developed:
• Thinking skills – categorization
• Thinking skills – analyzing information presented in a chart
• Understanding symbols
• Conceptualizing complex things as whole, and as simplified parts

Materials:
• MyPyramid for Kids classroom poster
• MyPyramid for Kids black-and-white handout for each student
• 3 x 5 cards
Group Activity: Moving More Game

Physical activity is important for good health. Children need to eat enough food to support growth and should be physically active at least 60 minutes every day, or most days. This game helps kids think about the many ways to be physically active while playing a movement game.

Ask students to brainstorm about active things they like to do. These could be sports moves like dunking a basketball and kicking a soccer ball, dance moves like hip hop or ballet, or just everyday activities like raking leaves or climbing stairs. As students make suggestions, write each on a 3 x 5 card.

Now have students go to the front of the room. Draw a card and read what’s on it. Have students act out that movement for 15 to 30 seconds. Then draw another card. If your students are readers, they can also take turns drawing and reading cards. To keep the tempo up, add some music in the background. [Power Panther™ songs are included on the enclosed CD ROM.]

Lunchroom Link:
Look at the lunch menu for today. Ask students into which food groups each of the items on the menu would fit. You may need to explain mixed foods like pizza and hamburgers, which fit in several groups. (Pizza = grain, milk, vegetable, meat)

Home Connection:
Have students take their copy of the MyPyramid for Kids handout home to their parents. Encourage them to talk with parents about what they have learned. Also ask students to identify foods from each food group at home.
MyPyramid for Kids – Lesson Plan #5b

Eat Smart with “Go Fish”

Estimated Lesson Time: 30 minutes

WCSD Content Standards:

Science:
L.2.A.2 – I can tell differences between same kinds of plants.
L.2.C.1 – I can sort plants by observable characteristics.
P.2.A.4 – I can recognize different objects are made of different types of materials.

Language Arts:
4.2.6 – I can read and follow simple directions.
8.2.4 – I can follow two-step oral directions.
9.2.1-2 – I can use specific vocabulary to communicate ideas as well as speak clearly with an understandable pace.
10.2.1-2 – I can demonstrate turn-taking in conversations and group discussions as well as ask and answer questions to gather and provide information.

Math:
4.2.1 – I can describe and compare two-dimensional shapes.

Other WCSD Standard Links:

Language Arts:
1.1.1-2, 1.1.6, 1.2.6, 2.1.5, 4.1.6, 8.1.4, 8.1.1-2, 9.1.1-2, 10.1.1-2

Math:
4.1.1

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Lesson 2: Eat Smart with MyPyramid for Kids

Activity: Eat Smart with MyPyramid for Kids

1. Tell students that they are going to learn about many examples of foods from each of the food groups shown on MyPyramid for Kids. Hand out a copy of Eat Smart with MyPyramid for Kids to each student.

2. Have students complete the worksheet.

3. Review the worksheets with the students and talk to them about each food group. Some points to cover are:

   • **Grains** – Point out foods students might not think of as grains – oatmeal, corn meal, or rice and popcorn.

   Tell students that some grains are whole grains. At least half the grains they eat should be whole grain. Some names for whole grains are whole wheat, whole-grain corn, and oatmeal. Show them the words “whole grain” on the ingredients label or the front of a cereal box and ask them to look for it on a cereal box at home.

   • **Vegetables** – Do your students eat fresh vegetables? Frozen? Canned? Dark green and orange vegetables are especially important. (Examples include spinach, broccoli, carrots, and sweet potatoes.) Ask students to name dark green and orange vegetables they’d like to try.

   • **Fruits** – Explain that fruit can be fresh, canned, frozen, or dried. Ask children about their favorite fruits. What type or form do they eat?

   • **Milk** – Ask students to name some foods in the milk group (milk, cheese, yogurt, ice cream). Where does milk come from? Do they drink milk every day? For children who are lactose intolerant, there are lactose-free products.

   • **Meat and Beans** – Ask students to name foods from the meat and beans group (meat, fish, chicken, turkey, eggs, dry beans, and peas, nuts, and seeds). Do they ever eat beans at home for dinner?
Group Activity: Play Pyramid Go Fish

Students play Pyramid Go Fish with food cards. This activity will give students additional practice in sorting foods into groups.

Getting Started:

- Duplicate food illustrations from CD ROM and cut into cards.
- Put students into groups of four and distribute 30 cards to each group.
- Now play Pyramid Go Fish. The dealer deals out four cards to each student, and places the rest in the middle. The first student (let’s call him Michael) asks the student sitting to his left, “Kayla, do you have a fruit?” If Kayla has a fruit she says, “Yes, I do,” and hands her card to Michael, who then places his pair of cards on the table. Michael is then able to ask the next student a question.
- If Kayla doesn’t have a fruit, she replies, “No I don’t have a fruit. Go fish,” and Michael can take a card from the pile in the middle. It is then Kayla’s turn to ask the student on her left for a card. The students continue to ask questions and find cards until all the pairs are found. The student with the most pairs wins.

Lunchroom Link:

Plan a visit to the cafeteria. Ask the staff to show students where to find foods from each food group on the serving line. [Perhaps the foodservice staff could put the appropriate color dot sticker by the food on the serving line, i.e., green = vegetable, red = fruit, etc.]

Home Connection:

Send the Dear Parents Grocery Store Treasure Hunt letter home with your students. This is a nutrition activity they can do with their families.
Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.

- Slice of bread
- Baked potato
- Popcorn
- Pasta (bowtie)
- Cereal
- Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.

- Carrots
- Spinach
- Grapes
- Pasta (macaroni)
- Broccoli
- Swiss cheese

Draw a **square** around the foods that are in the **Fruit Group**.

- Corn
- Orange juice
- Apple
- Banana
- Strawberries
- Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.

- 1% Milk
- Yogurt
- Egg
- American cheese
- Cookies
- Orange juice

Draw an **oval** around the foods that are in the **Meat and Beans Group**.

- Peanut butter
- Egg
- Beans
- Chicken
- Pork chop
- Fish

Name:
Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.

- Slice of bread
- Baked potato
- Popcorn
- Pasta (bowtie)
- Cereal
- Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.

- Carrots
- Spinach
- Grapes
- Pasta (macaroni)
- Broccoli
- Swiss cheese

Draw a **square** around the foods that are in the **Fruit Group**.

- Corn
- Orange juice
- Apple
- Banana
- Strawberries
- Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.

- 1% Milk
- Yogurt
- Egg
- American cheese
- Cookies
- Orange juice

Draw an **oval** around the foods that are in the **Meat and Beans Group**.

- Peanut butter
- Egg
- Beans
- Chicken
- Pork chop
- Fish
MyPyramid for Kids – Lesson Plan #5c

Fruit and Veggie Diary

Estimated Lesson Time: 20-30 minutes

WCSD Content Standards:

Science:
- L.2.C.1 – I can sort plants by observable characteristics.
- N.2.A.1 – I can make observations with descriptions.
- N.2.A.3 – I can recognize observable patterns to predict future events or sort items.

Language Arts:
- 4.2.6 – I can read and follow simple directions.
- 8.2.4 – I can follow 2-step oral directions.
- 9.2.1-2 – I can use specific vocabulary to communicate ideas as well as speak clearly with an understandable pace.
- 10.2.1-2 – I can demonstrate turn-taking in conversations and group discussions as well as ask and answer questions to gather and provide.

Other WCSD Standard Links:

Language Arts:
- 1.1-2.6, 2.1.5, 4.1.3, 4.1.6, 7.1.6, 8.1.2, 8.1.4, 9.1.1-2, 9.1.3, 10.1.1-2

Health:
- 1.2.1, 1.2.3

Math:
- 2.2.2, 5.1.1

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Lesson 3:
Vary Your Veggies and Focus on Fruits

Getting Started:
Challenge students to name as many fruits and vegetables as they can in 1 minute. Write these on the board by food group.

Activity: Fruit and Veggie Diary
1. Point out that fruits and vegetables are foods children need to grow and be healthy.
2. Ask children to look at the list they just developed. Are there any fruits or vegetables they have never tried? Introduce additional foods they may not have identified.
3. Distribute the My Fruit and Vegetable Diary reproducible to each student. Have students cut out the pages and put them in the correct order. Punch a hole through the upper-left-hand corner and have children tie the diary with yarn or string. Every day for a week have students write (or draw a picture of) all the fruits and vegetables they ate that day.
4. At the end of the week, ask students to name the foods they ate. Talk about the variety of fruits and vegetables.

Lesson Highlights

Objective
Students will:
• Identify fruits and vegetables in their diet.
• Learn to graph the number of fruits and vegetables they eat.

Curriculum Connections:
Math, Science, Health, Language arts

Student Skills Developed:
• Graphing
• Recording data in a chart
• Making predictions

Materials:
• My Fruit and Vegetable Diary reproducible for each student
• Holepunch
• Scissors for each student
• Yarn or string
• Fruit and Vegetable Challenge Kit
Group Activity: Graph It

You can turn the information from the Fruit and Vegetable Diaries into a graphing activity. Ask students to total the number of fruits and vegetables the class ate the day before. Help the class present this information in the form of a graph for your classroom wall. (You might use green squares to represent vegetables and red squares to represent fruits, just like the stripes on MyPyramid for Kids.) Each day, they can graph the class totals or their personal totals. (Add an individual graph option. Talk about how children can increase the number of fruits and vegetables on their graph.)

Lunchroom Link:

Have students identify the fruits and vegetables they ate for lunch today. Include those who ate the school lunch and those who brought a lunch from home. Work with the Cafeteria Manager to introduce new foods to students. Use the enclosed Fruit and Vegetable Challenge Kit; follow the instructions in the folder.

Home Connection:

Have students share their fruit and vegetable diary with their parents.
Make a Fruit and Vegetable Diary

1. Cut out the pages on the dotted lines.
2. Put them in the correct order.
3. Have your teacher make a hole through the circle.
4. Tie the pages together.
5. Draw or write the fruits and vegetables you eat.
6. How many fruits and vegetables did you eat each day?

My Fruit and Vegetable Diary

Name: ___________________________________

MIDNIGHT

Fruits | Vegetables

TUESDAY

Fruits | Vegetables

WEDNESDAY

Fruits | Vegetables

THURSDAY

Fruits | Vegetables

FRIDAY

Fruits | Vegetables

NAME:__________________________________

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Breakfast, Lunch and Dinner
With Gregory – Lesson Plan #6

Estimated Lesson Time: 30-40 minutes

WCSD Content Standards:

Language Arts:
4.1.6 – I can read and follow simple directions to perform a task.
4.2.6 – I can read and follow simple directions to perform a task.
8.1.4 – I can follow simple spoken directions to complete a task.
8.2.4 – I can follow two-step spoken directions to complete a task.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Breakfast, Lunch, and Dinner with Gregory

Grade Level(s): Kindergarten, 1, 2

Subject(s):
- Health/Nutrition

Duration:
- Three 30-minute lessons

Description:
- Create a nutritious breakfast, lunch and dinner and feed Gregory the goat.

Goals:
- Students will recognize the importance of nutritious meals through reinforcement class activities.

Objectives:
- Student will locate the components for a healthy breakfast, lunch and dinner.

Materials:
Mitchell Sharmat (1989). Gregory the Terrible Eater. Scholastic Trade; ISBN: 0590433504: (This is now available in your school or teacher resource library)

- MyPyramid for Kids Handout (see Section 1, Lesson Handouts.)
- measuring cups
- deck of cards (1 deck = 3 oz. meat)
- magazines
- newspapers
- optional (Internet)

Procedure:
(Before you begin)

- Create a Gregory goat - Using an image of a goat’s head, enlarge it if needed so it is the approx. size of one sheet of paper, color and back with cardboard or card stock.
- Cut a hole in the mouth of the goat.
- Place a 2 gallon baggie on the back of the goat’s head so it opens to the mouth.
- This baggie will hold the food pictures found by the children.

Adapted from Breakfast, Lunch, and Dinner with Gregory, by Sharon Fontenot
Source: www.eduref.org
This lesson will span over three days:

1. Read the story “Gregory the Terrible Eater”. Gregory eats foods like you and I. How can we make sure his meals are healthy?
2. Using MyPyramid for Kids Handout, review with children the number of ounces and cups recommended from each group for one day. Use measuring cups and deck of cards as a reference.
3. The children will be divided into five groups, each group will be assigned a different food group from the pyramid.
4. Each group will locate foods from a magazine newspaper, or Internet, appropriate from their food group.
5. Items located will be placed together on a paper plate with the heading breakfast.
6. Children will discuss items found. Answering questions such as: Is that a good choice for breakfast? Is it an OK choice for everyday? Make certain that children have allowed for drinks with their meal.
7. Children will mark off ounces or cups used from their food group as they use them. The children will locate foods for lunch on the second day and dinner on the third. The foods will be placed on plates like the breakfast meal.
8. Children will take turns feeding Gregory. Children will say the food and where it belongs on MyPyramid for Kids as they feed the goat.
9. Children can take the food items out of the baggie and create new meals for Gregory.

Assessment: Have students work in groups and create new meals using all of the food groups.
How to Teach Nutrition – Lesson Plan #7

Lesson & Activity

Estimated Lesson Time: 20-40 minutes

WCSD Content Standards:

Science:
L.2.D.1 – I can discuss that plants can be classified according to observable characteristics.

Language Arts:
8.1-2.4 – I can follow simple / two-step spoken directions to complete a task.

Math:
5.1-2.1 – I can collect, organize, display, describe and classify data.

Other WCSD Standard Links:

Math:
3.1.2

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
How to Teach Nutrition to Kids

Overview: This nutrition lesson and following activities were prompted from our reading of "How to Teach Nutrition to Kids" by Connie Liakos Evers, MS, RD (Check out from your school library). This easy-to-read book is packed with information and activities that, although targeted to educate 6-10 year olds, can be appropriate for all ages. You'll find the expected coverage of MyPyramid and understanding FDA Nutrition Facts for food packaging, but there are plentiful cooking activities and exercises for the standard classroom subjects - science, social studies, even performing arts - as well.

Teacher Preparation: Locate 1) a copy of the new MyPyramid for Kids in your school or teacher resource library, 2) A Close Look at MyPyramid for Kids, and 3) MyPyramid for Kids in the Lesson Materials section in the front of this binder. There are also samples in teachers’ resource binder or available online to download at www.mypyramid.gov / For Kids

Procedure Ideas:

1. Introduce MyPyramid for Kids, using the concepts outlined in Chapter 4 of “How to Teach…”, explaining the number of servings suggested for each group.
2. Ask students to record what they eat and drink for a specified amount of time (e.g. lunch), preferably a week or more, using the MyPyramid Worksheets.
3. After each day, have students place foods they've consumed into the proper food group.
4. Have students check their food records for balance. Are their diets out of balance?
5. Have students write about what they would do to change their diets to come up with a better balance.

Adapted from: http://www.teachnet.com/lesson/health/nutrition/pyramid.html
WHAT WOULD YOU DO?

Working in small groups, encourage children to develop and act out solutions to the following scenarios.

- Your friend thinks she is too fat so she decides to go on a diet that she found in one of her mom’s magazines. She wants you to go on the diet, too. How would you handle this situation?
- After school, you always feel so hungry. When your mom’s not looking, you grab a bunch of cookies and go outside to play. Later, you don’t feel hungry for supper. What would you do next time you’re hungry after school?
- You like it when your Dad packs fruit, vegetable sticks and other healthful foods in your lunch. But the kids at school tease you about eating healthful foods, calling you “vegetable head.” How would you solve this problem?
- Your friend says that a “Giggles” candy bar is healthful because the commercial on TV showed kids with lots of energy after they ate Giggles. He is now convinced that Giggles will give him energy, too. What would you tell him?
- On school mornings, you would rather sleep longer and skip breakfast. You really aren’t hungry when you first wake up, anyway. But lately, you have noticed that after morning recess, you have a headache, your stomach growls and it’s hard to do your work. How would you solve this problem?
- You always have to rush to make it to afternoon soccer practice on time. You usually grab a can of pop and a package of potato chips to eat on the way. The problem is, your stomach often starts hurting in the middle of practice, especially if you have to run a lot. What do you think is causing your stomach aches? What changes could you make to solve this problem?
- Your friend is a picky eater who rarely eats from the five food groups. You have noticed that he looks pale and tired and gets sick a lot. What could you do to help your friend?
- Your mom is a health-food nut. She is forever bringing home strange-looking vegetables with even stranger-sounding names, things like bok choy, kohlrabi and rutabaga! Worse yet, she expects you to eat them. You flatly refuse, saying you will not try anything that looks or sounds strange. Is there a better way to deal with this situation?
- Your big sister is pretty and popular but all she ever eats are salads and diet soft drinks. She says most other foods are “fattening.” Is she right? What would you say to her?
- Your parents went out for the evening, leaving you with a teenage babysitter. She says you can have whatever you want for dinner, even candy! What foods would you choose?
Grades 1 & 2: Classroom Nutrition Activities and Source Links*

A. Fruits and Veggies More Matters: How Much is a Cup Coloring Pages
   1) Chopped, Mashed or Sliced cup equivalents
   2) Dried cup equivalents
   3) Fruit cup equivalents
   4) Vegetables cup equivalents
   Source: http://www.fruitsandveggiesmorematters.org/?page_id=81

B. American Heart Association: Worksheets for Kids
   5) Fruits and Vegetables
   6) What Foods do You Need
   Source: http://www.americanheart.org/presenter.jhtml?identifier=3028650

C. Iowa Department of Public Health: Pick a Better Snack and Act Lessons
   7) April Activity, K-1: Grape Tomato Math and Solution page (pages 7-8, 19-20 of 24 on pdf. file)
   8) October Activity, K-1: A Rainbow on My Plate adaptation (pages 5-6 of 16 on pdf. file)
   Source: http://www.idph.state.ia.us/pickabettersnack/teachers.asp

D. Dole Food Company: 5 A Day Friend Activity Sheets
   9) What’s in Lucy’s Salad activity and Answer Sheet
   10) Terry Tomato’s Edible Plant Parts
   Source: http://www.dole5aday.com/Teachers/T_PrintCenter.jsp

E. USDA: Eat Smart and Play Hard Activity Sheets
   11) Balance Your Day with Food and Play (English and Spanish)
   12) Grab Quick and Easy Snacks (English and Spanish)
   13) Move More. Sit Less (English and Spanish)
   14) Enter the Fun Zone
   15) Be an All Star
   Available to order at:

*Activities integrate nutrition content with Language Arts, Science, and/or Math education standards
What does 1 cup look like?

Hey kids! Color the fruit.

1 large banana

What about ½ cup? That's just 1 cup divided in 2!

1 medium apple

Fruits shown at actual size.
What does 1 cup look like?

- 12 baby carrots
- 1 large corn cob
- 1 small potato
- Hey Kids!

What about ½ cup?
That’s just 1 cup divided in 2!

Vegetables shown at actual size.

Vegetables equivalents:
- 1 cup = 8”
- ½ cup = 4¼”
1 cup fresh is equivalent to ½ cup dried!

½ cup raisins

=

½ cup

32 grapes

Hey kids! It’s coloring time.
Hey kids! Have fun coloring.

Chopped, Mashed or Sliced cup equivalents

1 cup measures volume, not shape

1 cup chopped yam = 1 cup mashed yam = 1 cup sliced yam

1 cup chopped yam

fruits & veggies more matters fruitsandveggiesmornatters.org
Fruits and Vegetables

Some of the pictures below show fruits. Color the fruits.

Some of the pictures below show vegetables. Color the vegetables.
What Foods Do You Need?

Eat each of the following kinds of foods each day. Add a food that you like to eat to each group.

Lean Meat, Poultry, and Fish

Fat-free or Low-fat Milk Products

Fruits

Vegetables

Breads, Cereals, Pasta
Grape Tomato Math

Write the number of tomatoes in the group on the line under the picture, and then total the equation.

\[
\begin{align*}
&\text{Grape Tomatoes} \\
&7 + 10 + 1 + 2 = \\
&+ 8 - 1 + 11 - 2 = \\
&+ 7 - 1 + 12 = \\
&- 2 - 1 + 3 = \\
&+ 8 + 1 + 12 = \\
&- 2 = \\
&\end{align*}
\]

Story Problems

Six out of 12 students think grapes are red. What fraction of the class thinks grape tomatoes are red?

Three out of 12 students say grape tomatoes are high in vitamin C. What fraction thinks grape tomatoes are high in vitamin C?

There are twelve students in a class. One-third of the class believes vitamin C helps heal wounds. How many students think vitamin C helps heal wounds?
Grape Tomato Math Solution

Write the number of tomatoes in the group on the line under the picture, and then total the equation.

\[ \begin{align*}
\text{+} & \quad \text{+} & \quad \text{+} & \quad = & \quad \text{14} \\
\text{-} & \quad \text{-} & \quad \text{-} & \quad = & \quad \text{13} \\
\text{+} & \quad \text{+} & \quad \text{+} & \quad = & \quad \text{6} \\
\text{+} & \quad \text{+} & \quad \text{-} & \quad = & \quad \text{11} \\
\text{-} & \quad \text{-} & \quad \text{-} & \quad = & \quad \text{3} \\
\end{align*} \]

Story Problems:

Six out of 12 students think grapes are red. What fraction of the class thinks grape tomatoes are red? \( \frac{1}{2}. \) *Explain that grape tomatoes are red.*

Three out of 12 students say grape tomatoes are high in vitamin C. What fraction thinks grape tomatoes are high in vitamin C? \( \frac{1}{4}. \) *Explain tomatoes are high in vitamin C.*

There are twelve students in a class. One-third of the class believes vitamin C helps heal wounds. How many students think vitamin C helps heal wounds? \( 4. \) *Explain vitamin C does help heal wounds.*
A Rainbow on My Plate

Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate
http://www.5aday.com/html/educators/activities.php
October Activity – Grade K-1

THE COLOR WAY

tomato  lemon  pumpkin  cranberries
banana  carrots  cucumber  eggplant
radishes  kiwi  watermelon  asparagus
sweet corn  peach  artichoke  pear
apple  jicama  sweet potato  plums
potatoes  papaya  mango  zucchini
tangerine  green beans  cherries  blueberries

Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate, http://www.5aday.com/html/educators/activities.php
What's in Lucy Lettuce's Salad?

Lucy's salad is filled with all sorts of tasty fruits and vegetables. Can you name them and identify their colors?
What's in Lucy Lettuce's Salad?

Lucy's salad is filled with all sorts of tasty fruits and vegetables. Can you name them and identify their colors?
Hi! I'm Terry Tomato, and I love gardening. Gardening is a fun way to learn more about plants, especially fruits and vegetables. Did you know that when you eat fruits and vegetables you're eating edible plant parts like flowers, roots, and seeds? Have fun working on this activity sheet and finding out which plant parts you love to eat!

1. List your three favorite fruits and your three favorite vegetables in the spaces below.

   **My three favorite fruits are:**
   1. 
   2. 
   3. 

   **My three favorite vegetables are:**
   1. 
   2. 
   3.

2. Now see if you can find your favorite fruits and vegetables in the lists below. When you find them, circle them.

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>More FRUITS</th>
<th>LEAVES</th>
<th>ROOTS</th>
<th>SEED PODS</th>
<th>STEMS</th>
<th>TUBERS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Persimmons</td>
<td>Beetroots</td>
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<td>Snap pea pods</td>
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<td>Plums</td>
<td>Chard</td>
<td>Radishes</td>
<td>Snow pea pods</td>
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<td>Raspberries</td>
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<td>Cauliflower</td>
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<tr>
<td>Papayas</td>
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</tbody>
</table>

3. Are you surprised to learn how many different plant parts you like to eat? Which do you like best — flowers, fruits, leaves, roots, seeds, seed pods, stems or tubers? ___________________________________________
I'm going to the park to play with my friends. Can you help me find my 10 snacks and play things?

- tennis racket
- toast
- tortilla chips
- Funnies

Why did the tomato turn red?

It saw the salad dressing.

I try to be active at least 60 minutes on most days. You should try. It's easy - walk the dog, play catch, or even clean your room.

Eat Smart. Play Hard.
Equilibra Cada Día

Con Alimentos, Juegos y Energía

¡Una Idea Poderosa!

Comparte tu postre o papas fritas con un amigo.

Me voy al parque a jugar con mis amigos. ¿Me ayudas a encontrar mis 10 bocadillos y juguetes?

Yo hice de estar activo por lo menos 60 minutos todos los días. Es fácil caminar con el perro, jugar con la pelota, o limpiar tu cuarto.

¿Qué le dijo el azúcar a la leche?

¿El azúcar al leche? "¡Para reír!"

Alimentate Bien y Juega Fuerte.

Eat Smart. Play Hard. TM

Power Panther. Choo...
Grab Quick & Easy Snacks

Find your way through the Snack Maze

Start ➤ You Made It!

Power Panther™ says... Eat Smart. Play Hard.™

When I go on a hike, I sometimes run out of energy, so I fill my backpack with pretzels, dried fruit, and bottled water to keep me going.

What has appeal?

Munch on...
baked tortilla chips and salsa, veggies, pretzels, or popcorn.

Eat less ‘dead end’ snacks high in sugar, fat, and calories.

Tuna Pita Sandwich

I’ve got a great idea for a quick snack when you’re hungry.

1 small can of tuna
1 piece of pita bread
1 tomato slice
lettuce leaves

Open and drain the tuna; grab tomato and lettuce.

Carefully, cut the pita bread in half to make two pockets.

Fill with tomato and lettuce. Top with tuna. Serves 2.

What a great and filling snack!

The USDA is an equal opportunity provider and employer.
Come Un Bocadillo Rápido y Sencillo.

¡Una Idea Poderosa!

¿En qué fruta se esconde Ana?

¿Qué bocadillo tan bueno y sabroso?

Come tortillas al horno con salsa, vegetales, pretzels, o palomitas de maíz.

Cuando me voy de caminata, a veces me encuentro sin energía. Por eso llevo mi mochila con pretzels, frutas secas, y agua potable para seguir andando.

Entra a buscar el laberinto del Bocadillo.

Encuentra la salida del Laberinto de Bocadillos.

Sandwich de Atún y Pan Pita

Escoge el camino más sano: Come bocadillos con pocas grasas, azúcar y calorías.

Tengo una idea buena para un bocadillo rápido cuando tienes hambre.

Alimentate Bien y Jugás Fuerte.

Eat Smart. Play Hard.
Power Panther says... Be a doer, not a watcher - go out and be active! Instead of watching TV, take a walk. I can walk 1 mile in 15 minutes - can you?

Power Panther™ says... Eat Smart. Play Hard.™

SECRET WORD:

Bored? Turn on the music and dance around the house.

What has 2 tongues, but can't speak?

Move More. Sit Less.

Secret Word: JUMP

Funnies Answer: Your running shoes.

The USDA is an equal opportunity provider and employer.
Power Panther dice... Eat Smart. Play Hard.™
Alimentate Bien y Juega Fuerte.

LISTA DE PALABRAS

Busca Palabras

PALABRA SECRETA:

Mira las palabras en la lista de la izquierda. Se encuentran hacia arriba, abajo, al revés o en diagonal. Las letras que sobran forman la palabra secreta.

¡Una Idea Poderosa!
¿Estás aburrido? Pon música y baila por toda la casa!

Power Panther dice... ¡Sé un jugador, no un espectador—juega y mantente activo! En lugar de ver TV, ve a caminar. Yo puedo caminar 1 milla en 15 minutos. ¿Y tú?
Enter the FUN ZONE

Make a splash! Join me for a ride on the waterslide and for a few laps.

Tip: Pump up your energy level! Swim, jump rope, or go biking with your friends.

Power Panther™ says… Eat Smart. Play Hard.

Pump up your energy level! Swim, jump rope, or go biking with your friends.

Power Fact Answer: World Series, Special Olympics, Pro Rodeo, Macy’s Parade, Cherry Blossom Parade.

Funnies Answer: They do worm ups!

Funnies

Q: How do birds get ready to exercise?

Watermelon Ice

You need:
- 1 cup cubed seedless watermelon
- 1/2 cup cracked ice
- 3 teaspoons of sugar
- A squeeze of lime juice

Prepare this treat ahead of time and grab it on your way out the door.

Using an adult’s help, in a blender, place cracked ice, sugar, lime juice and watermelon. Process until well blended.

Put in cup and place into freezer until slushy and ready to serve.

Makes 1 serving. Enjoy!

Answers to Secret Power Code:

Power Fact: Power Panther™ was a part of which of these major events? Check 5 correct answers.

- Cherry Blossom Parade
- World Series
- Super Bowl
- Special Olympics
- World Cup
- Pro Rodeo
- NBA Finals
- Macy’s Thanksgiving Day Parade

Power and Food Code: Cherry Blossom Parade.
Be an All-Star

Breakfast gives me energy to go and grow. I am a breakfast all-star and you can be one, too!

Funnies

Q: Why did the cook get arrested?

Fruit Sundae (serves 4)

You need:
- 2 cups of your favorite fruit:
  - 1 cup (8 oz.) plain or low-fat vanilla yogurt:
  - 2 cups ready-to-eat cereal:
  - 4 large glasses or paper cups.

Wash fresh fruit (i.e., remove seeds and pits), drain canned fruit or thaw frozen fruit.

Place 2 tbsp. of fruit in the bottom of the cup. Spoon 2 tbsp. yogurt on top of the fruit layer.

Spoon 2 tbsp. cereal on top of the yogurt. Repeat twice.

This will make three layers of each ingredient. Enjoy with your family & friends.

Tip:
Grab fresh or dried fruit, a bagel, a hard-cooked egg, or low-fat yogurt to eat on the way to school or play.


Power Panther™ has a big game today and needs your help to find his breakfast foods! Use your detective skills to find the hidden foods in the baseball park that are listed below:

YOGURT
STRAWBERRIES
MILK
OATMEAL
BANANAS
FIGS
EGG
APPLE
WAFFLES
ORANGE JUICE
MUFFIN
PANCAKES
WHOLE WHEAT TOAST

Breakfast gives me energy to go and grow.
I am a breakfast all-star and you can be one, too!
Grades 3 and 4
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>9a,b,c</td>
<td>MyPyramid for Kids Level 2, Lessons 1-3</td>
</tr>
<tr>
<td>10</td>
<td>Healthy Restaurant Choices</td>
</tr>
<tr>
<td>11a,b,c,d</td>
<td>Small Steps Lessons 1-4</td>
</tr>
<tr>
<td>12a,b,c</td>
<td>“Cruciferous Crusaders” Language Arts, Science, Math</td>
</tr>
<tr>
<td>13</td>
<td>Best Breakfast Authors</td>
</tr>
<tr>
<td>14</td>
<td>Misc. Activities and Handouts</td>
</tr>
</tbody>
</table>
MyPyramid for Kids – Lesson Plan #9a

Introducing MyPyramid

Estimated Lesson Time: 30 minutes

WCSD Content Standards:

Language Arts:

8.3.1-2 – I can retell, with paraphrasing and summarizing, to explain what a speaker said as well as listen to and connect prior experiences, insights and ideas to the message of a speaker to formulate questions and statements.

10.3-4.1 – I can speak and listen attentively in conversations and group discussions as well as compare other points of view.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
MyPyramid

Level 2

For Kids

Lessons for Grades 3 and 4
Dear Teacher,

The U.S. Department of Agriculture (USDA) has developed these lessons to help you teach children in grades 3 and 4 about MyPyramid.

The lessons feature a graphic developed specifically for elementary students titled MyPyramid for Kids. They are designed to integrate nutrition with math, language arts, music, and art. Physical activity is also emphasized.

The lessons:
• Communicate nutrition concepts through age-appropriate, fun activities
• Contain handouts to be duplicated
• May be taught with minimal preparation
• Include a link with the school lunch program
• Provide information to send home to parents.

Also included in these lessons are: a MyPyramid for Kids poster, 50 Tips for Families flyers to send home to parents, a CD ROM with an interactive computer game, and a CD ROM with all the lesson materials and supplemental materials for educators. Your students will have fun as they learn to eat well and be physically active.

Here is a snapshot of what the three lessons cover:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Individual Student Activity</th>
<th>Group Activity</th>
<th>Lunchroom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyPyramid for Kids</td>
<td>Students identify the food groups that make up MyPyramid for Kids and learn how much from each food group they should eat.</td>
<td>Students listen as the teacher reads “A Conversation with Pyramid Pal” aloud. During the story, students answer questions on the MyPyramid for Kids handout.</td>
<td>Students create cartoons based on “A Conversation with Pyramid Pal.”</td>
<td>Students categorize lunchroom foods according to the food groups in MyPyramid for Kids.</td>
</tr>
<tr>
<td>Food Math</td>
<td>Students discuss the importance of eating all the food groups and calculate how much they need to eat from each food group to meet the MyPyramid for Kids recommendations.</td>
<td>Using the Food Math handout, students practice adding and subtracting amounts of food to meet the recommended amount from each food group.</td>
<td>Students create a rap song about the importance of eating all the food groups.</td>
<td>A representative from the school foodservice staff visits the classroom to discuss how they create balanced menus.</td>
</tr>
<tr>
<td>Vary Your Veggies and Focus on Fruits</td>
<td>Students learn about the nutritional qualities of vegetables and fruits and set goals to eat more fruits and vegetables.</td>
<td>Using the Steps to a Healthier You handout, students learn about goal-setting as they think about ways to add more fruits and vegetables to their diet.</td>
<td>Students research a dark green or orange vegetable and create an ad campaign for that vegetable. Groups perform their ad for the class.</td>
<td>Students review the cafeteria lunch menu to find the dark green and orange vegetables offered. Students develop signs to advertise these vegetables to other students.</td>
</tr>
</tbody>
</table>
A Close Look at MyPyramid

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Choose Healthier Foods From Each Group
Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

Eat More From Some Food Groups Than Others
Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Every Color Every Day
The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You
MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time
You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.
Table of Contents

Lesson 1:  MyPyramid for Kids
Lesson 2:  Food Math
Lesson 3:  Vary Your Veggies and Focus on Fruits

Reproducibles:

Lesson 1  MyPyramid for Kids
Black-and-white handout

Lesson 2  Food Math

Lesson 3  Steps to a Healthier You
Lesson 1: MyPyramid for Kids

Getting Started:

Hang the MyPyramid for Kids poster on the wall so all students can see it. Pass out the MyPyramid for Kids black-and-white handout to each student.

Activity: A Conversation with Pyramid Pal

This activity introduces students to MyPyramid for Kids concepts in a fun way.

Read A Conversation with Pyramid Pal aloud. During the story, help students answer the questions based on the teacher’s talking points.

A Conversation with Pyramid Pal

Pyramid Pal: Hi. I’m the kid climbing the side of the pyramid on the classroom wall. Did you notice that I’m running up the steps? That’s because I’ve got lots of energy from eating right and exercising a lot. What do you do for exercise? On the steps (of the black-and-white handout), write the ways you stay active.

Pyramid Pal: Let’s take a look at the MyPyramid for Kids I’m climbing, it’s called MyPyramid for Kids because it’s just for you.

Pyramid Pal: Look at the MyPyramid for Kids poster on the wall. Now wave at me. Come on, wave. If I weren’t stuck on this poster, I’d wave back. The poster shows how much food kids our age should eat.

Pyramid Pal: Do you know the food groups? Do you see the orange stripe next to the steps? That’s the grains group! Do you know what grains are?

Teacher: Who can name the grain group foods illustrated on the poster? Write the word “grains” in the box under the grain stripe on your handout.

Pyramid Pal: Do you know what whole grains are?

Teacher: Whole wheat products are commonly eaten whole grains. Examples of whole-grain foods include: whole-grain cereal, whole-wheat bread, and oatmeal. Explain that just because a bread is brown, it’s not necessarily whole wheat. The only way to tell is to look at the ingredient label. The first ingredient should read “whole wheat.”
Pyramid Pal: My favorite whole grain is lowfat popcorn! Did you know it actually turns itself inside out when it pops? It’s yummy!

Pyramid Pal: The next color stripe is for vegetables. Some kids don’t get enough vegetables. Write the word “vegetables” in the box. It is important to eat dark green and orange vegetables. Come on, name a few. Teacher: Before reading the examples, let the students name their favorite dark green and orange vegetables.

Pyramid Pal: I like broccoli, carrots, spinach, collard greens, sweet potatoes, and pumpkin.

Pyramid Pal: See the red stripe? That’s for fruits! Write the word “fruits” in the box. I always put a fresh fruit in my backpack, and eat a piece of fruit as a snack every day. Dried, frozen, and canned fruits are great, too. Did you know there is a fruit snack made from dried grapes? Can you name it? Teacher: Raisins

Pyramid Pal: The blue stripe is the milk group. Write the word “milk” in the box. Did you know that foods in this group include more than just the milk we drink? They are foods made from milk. Can you name a few? Teacher: Yogurt, pudding, cheese. Explain that calcium is important for building strong bones. Students should consume the equivalent of three cups of milk or other calcium-rich foods each day, emphasizing choices that are lower in fat or fat-free.

Pyramid Pal: The last stripe on the right is meat and beans! Write those words in the box below the meat and beans group. Meat and beans provide protein, which is important in building muscles. Teacher: Lean meat, chicken, turkey, fish, nuts, beans, peanut butter, and eggs are all from this group.

Pyramid Pal: OK. We’re done with the food groups. No, you say? What’s that skinny yellow line up there between the fruits and milk? Those are oils. Write the word “oils” in the long box. They are not a food group, but everyone needs some. I get mine from nuts and seeds. Teacher: Other good sources are fish and liquid oils such as olive, corn, soybean, and canola oil.
Pyramid Pal: Why are some of the food groups bigger than others?
The wider color stripes show that you should eat more foods from those
groups and less foods from the groups with the narrower stripes. Put an
"X" in each of the three widest food groups. Which groups are the widest?
Teacher: Grains, vegetables, milk.

Teacher: Students should learn to eat healthier foods more often and
foods such as candy, potato chips, or French fries less often. Moderation
is represented by the narrowing of each food group from the bottom to
top. The wider base stands for foods with little or no solid fats or added
sugars. These should be selected more often. The narrower top area
stands for foods containing more added sugars and solid fats.

See how each of the color stripes is wider at the base of the pyramid and
narrower at the top? That’s to remind you (and me, too) that the healthier
foods in each group are at the base of the pyramid. Those are foods low
in fat and added sugar. We should eat mostly those foods. Can you name
some?
Teacher: Whole-grain cereal, fruit, vegetables.

Pyramid Pal: See how the colored stripes are narrow at the top?
That’s for foods that are high in fats and added sugars. These foods are
for eating once in a while.
Pyramid Pal: Here is a Pyramid Pal example. In the grain group, a slice of whole-wheat bread is a healthy lowfat choice and is at the base of MyPyramid for Kids, while a donut is a high-fat and a high-added-sugar choice. I only eat these on special occasions. Then I run up and down the stairs of MyPyramid for Kids a bunch of times! Draw a slice of bread at the bottom of the grain group, and a donut at the top.

Pyramid Pal: Here’s another Pyramid Pal example. In the vegetable group, a baked sweet potato is low in fat and added sugar and great for you any day. But French fries are high in fat. You should eat them only once in a while.

Pyramid Pal: Thanks, kids. Hope you enjoyed Pyramid Pal’s tour of MyPyramid for Kids. I hope your teacher leaves me up here on the wall so you can see me every day.

Group Activity: Pyramid Pal Cartoons

Have students work in groups to create Pyramid Pal cartoons in which Pyramid Pal gives kids nutrition advice from MyPyramid for Kids. Students can use the poster on the wall as background information. Display cartoons around the room or in the lunchroom.
MyPyramid for Kids – Lesson Plan #9b
Food Math

Estimated Lesson Time:  30-40 minutes

WCSD Content Standards:

Science:

L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
L.5.C.4 – I can recognize all organisms, including humans, can cause changes in their environment.
N.5.B.3 – I can recognize the benefits of working with a team and sharing findings.

Language Arts:

4.3.6 – I can read and follow three- and four-step directions.
8.3.4 – I can follow three and four step oral directions in sequence.
9.3.1 – I can use specific vocabulary and apply standard English to communicate ideas.
10.3.1 – I can speak and listen attentively in conversations and group discussions as well as compare other points of view.

Math:

1.3.3 – I can generate and solve two-step addition and subtraction and one-step multiplication problems based on practical solutions.
1.3.9 – I can identify, model, sketch and label fractions with denominators to 10 as well as write fractions with numbers and words.

Other WCSD Standard Links:

Language Arts:  4.4.6, 8.4.4, 9.4.1, 10.4.1

Math:  1.4.9, 2.3.1a

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Lesson 2: Food Math

Lesson Highlights

Objective

Students will:
• Add and subtract fractions as they calculate how much of various food groups they need to meet the MyPyramid for Kids recommendations.
• Create a daily menu based on the MyPyramid for Kids recommendations.
• Discuss the importance of eating fruits and vegetables.

Curriculum Connections: Math, Language arts, Music

Student Skills Developed:
• Math skills – adding and subtracting fractions
• Creative writing
• Song development

Materials Needed:
• Food Math worksheet for each student
• Paper and pencils to use in creating their day’s menu
• (Optional) Glass measuring cup, cut raw fruits or vegetables to fill measuring cup to 1-cup line
• (Optional) Paper plate for the fruits or vegetables.

Getting Started:

Have students look at the MyPyramid for Kids poster. Point out that MyPyramid for Kids tells how much of each food group to eat; MyPyramid for Kids gives the amounts for each day in ounces and cups. Grains and meats are weighed in ounces. For example, a piece of bread is 1 ounce, so is a cup of ready-to-eat breakfast cereal or one small tortilla. A small chicken breast half is 3 ounces. Vegetable, fruit, and milk amounts are given in cups. For example, one small apple, about 12 baby carrots, and an 8-ounce glass of milk count as 1 cup equivalent.

You may want to help students understand what 1 cup of vegetables or fruit looks like. Put food in a measuring cup, then pour out onto a paper plate. Or, mention that a baseball is about the size of 1 cup and a small computer mouse is ½ cup.

Ask students to estimate how many fruits and vegetables they eat in a typical day. Point out that most students their age should eat more foods from these food groups. They are high in nutrients.

Activity: Food Math

• Have students work in pairs. Hand out the Food Math worksheet. Tell students they are going to choose foods they think would make a healthy menu for a day for Jason. Their menu should include breakfast, lunch, dinner, and a snack.

• The menu they create must include the right amount of food from all the food groups. For one day, that would be: 6 ounces of grains, 2 1/2 cups of vegetables, 1 1/2 cups of fruit, 3 cups of milk, and 5 ounces of meat or beans. (This amount of food is based on 1,800 calories, the estimated energy requirement for a moderately active 9- to 10-year-old.) Before students begin work, review each of the food groups and the amounts needed.
• **Have them write their menu on a sheet of paper** including the amount of food for each entry and the totals for each group along the bottom of the sheet.

• **Discuss students’ choices and have them check their math.** Also have students check to see whether half their choices from the grain group are whole grains. Did they choose any dark green or orange vegetables?

*(Note to teacher: Food Math will help prepare students to play the MyPyramid Blast-Off game on the enclosed CD ROM.)*

**Group Activity: Be Hip-Hop Healthy**

Divide students into groups. Have each group write a rap (at least eight lines long) about the importance of eating from all the food groups. Have the group come up with movements that go along with their rap. Groups should perform their raps for the entire class. Then post a written copy of the rap on your bulletin board. *(To help the students get started, you can use the Power Panther™ songs on the enclosed CD ROM that have a “hip-hop” beat.)*

---

**Lunchroom Link:**

Invite a staff member from your school foodservice program to talk about how they create balanced menus and determine the amount of each food to serve. *(Have the students work with the lunchroom staff to plan a menu and then announce over the PA system when the menu is served, recognizing the students’ efforts.)*
Food Math

Jason is 9 years old. He’s physically active sometimes. Each day, he needs to eat:

<table>
<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Milk</th>
<th>Meat and Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ounces</td>
<td>2½ cups</td>
<td>1½ cups</td>
<td>3 cups</td>
<td>5 ounces</td>
</tr>
</tbody>
</table>

Help Jason decide what to eat today. Plan breakfast, lunch, dinner, and a snack. Be sure he gets all the food he needs from each group. (Food items may be selected more than once.)

**Grains 6 ounces**
- 1 slice whole-wheat toast* (1 OZ EQ.)
- 5 whole-wheat crackers* (1 OZ EQ.)
- 1 slice white bread (1 OZ EQ.)
- 1 slice whole-wheat bread* (1 OZ EQ.)
- 1 cup whole-grain ready-to-eat breakfast cereal* (1 OZ EQ.)
- ½ cup cooked brown rice* (1 OZ EQ.)
- 1 cup cooked pasta (2 OZ EQ.)
- 1 hamburger bun (2 OZ EQ.)
- 3 cups lowfat popcorn* (1 OZ EQ.)

*Items marked with a * are whole-grain

**Vegetables 2½ cups**
- 6 baby carrots* (½ CUP EQ.)
- 1 large ear of corn (1 CUP EQ.)
- 1 medium baked potato (1 CUP EQ.)
- 1 cup cooked greens* (1 CUP EQ.)
- 1 large baked sweet potato* (1 CUP EQ.)
- 3 spears broccoli* (1 CUP EQ.)
- ½ cup tomato juice (½ CUP EQ.)
- 1 cup chopped lettuce (½ CUP EQ.)

*Items marked with a * are dark green or orange vegetables

**Fruits 1½ cups**
- 1 small apple or ½ large apple (1 CUP EQ.)
- 1 large orange (1 CUP EQ.)
- 1 snack-sized container of peaches (½ CUP EQ.)
- 1 large plum (½ CUP EQ.)
- 1 small box raisins (½ CUP EQ.)
- 1 cup 100% orange juice (1 CUP EQ.)
- 1 medium wedge cantaloupe (½ CUP EQ.)
- 1 small wedge watermelon (1 CUP EQ.)

**Milk 3 cups**
- ½ cup lowfat or fat-free cottage cheese (¼ CUP EQ.)
- 1 cup fat-free milk (1 CUP EQ.)
- 1 snack-sized lowfat or fat-free yogurt (½ CUP EQ.)
- 1 half-pint container 1% or 2% milk (1 CUP EQ.)
- 2 ounces of lowfat or fat-free American cheese (1 CUP EQ.)
- 1½ cups lowfat or fat-free cheddar cheese (1 CUP EQ.)
- 1½ cups light ice cream (1 CUP EQ.)

**Meat and Beans 5 ounces**
- 1 ounce of nuts (2 OZ EQ.)
- 1 cup split pea soup (2 OZ EQ.)
- 1 small chicken breast half (3 OZ EQ.)
- 1 small lean hamburger (3 OZ EQ.)
- 1 hard-boiled egg (1 OZ EQ.)
- 1 tablespoon peanut butter (1 OZ EQ.)
- ¼ cup of pinto beans (1 OZ EQ.)
- 1 slice of turkey (1 OZ EQ.)

Key: (1 OZ EQ.) means (equals 1 ounce equivalent)
MyPyramid for Kids – Lesson Plan #9c
Vary Your Veggies & Focus on Fruits

Estimated Lesson Time: 30-40 minutes

WCSD Content Standards:

Science:
L.5.C.4 – I can recognize all organisms, including humans, can cause changes in their environment.
L.5.D.1 – I can discuss that plants can be classified according to observable characteristics.
N.5.B.3 – I can recognize the benefits of working with a team and sharing findings.

Language Arts:
4.3.6 – I can read and follow three- and four-step directions.
7.3.5 – I can use correct spelling of frequently used works in writing as well as words necessary to topics.

Other WCSD Standard Links:

Language Arts:
4.4.6, 7.4.5

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Lesson 3:  
Vary Your Veggies and Focus on Fruits

Activity:  Vary Your Veggies and Focus on Fruits

- Ask students if they eat fruits and vegetables every day.
- Ask them to name the fruits and vegetables they usually eat.
- Talk to students about the importance of fruits and vegetables. Eating fruits and vegetables can help them be healthy.
  - Fruits and vegetables are excellent sources of many nutrients, including vitamins A and C, potassium, and dietary fiber.
  - Most fruits and vegetables are naturally low in fat and calories and do not contain cholesterol.
  - Vitamin A keeps eyes and skin healthy and helps to protect against infections.
  - Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy.
  - Fiber keeps food moving through the digestive tract.
- Dark green and orange vegetables are important to eat. See if students can name some.
- French fries, which make up one-fourth of all vegetables eaten by elementary school students, are an exception. They are high in fat and calories. A medium order of fries has 460 calories, more than one-fourth the total daily calorie intake appropriate for most 8- and 9-year olds. A medium baked potato, however, has only about 100 calories.

Now pass out the worksheet, Steps to a Healthier You.

- Have students review the goal of trying a new fruit and vegetable.
- Ask students what vegetables and fruits they already enjoy. Remember that dried, frozen, or canned fruits and vegetables count, too.
- Have students complete the worksheet.
- Next, have students brainstorm some other ways they can eat more fruits and vegetables. Add these to their worksheet.
- Finally, complete the "Where and How" box.
Ask students to look at the worksheet to see which of the steps they could take to meet their goal of increasing their intake of fruits and vegetables. Have students circle on the worksheet the steps they plan to take. Point out that small changes really add up. Once they try a new food and like it, they can add it to the foods they eat regularly. That’s how they can meet their goal.

*Note to teacher: Students may add additional ideas on the back of their worksheet.*

**As students learn about goal-setting, here are some points to remember:**

- Success breeds success. Encourage children to set goals they can accomplish. A child who usually chooses only corn and apple juice might set a goal of trying one new fruit this week.
- Take one step at a time. Children do not need to change overnight what they eat. They can start with one new, good thing, and add a new one every day.

**Group Activity: Vegetable Ad Campaign**

Have students create an ad campaign for a vegetable. Working in groups, research a dark green or orange vegetable. (They can find information at MyPyramid.gov.) Why is it a nutritious choice? Have students use their creativity to create a poster and perhaps a TV ad – a jingle, a skit – that they can perform for the class.

**Lunchroom Link:**

Have students review the lunch menu to find out when dark green and orange vegetables are being served. Have them develop signs for the serving line to inform other students. Also, coordinate with the foodservice staff to offer a vegetable/fruit tasting party.
Steps to a Healthier You

My Fruit and Vegetable Goals

### Fruits
Circle the names of the fruits you have eaten:
- mango
- papaya
- kiwifruit
- cantaloupe
- star fruit
- pineapple
- strawberry
- blueberry

Other fruits I have eaten:

____________________________________________
____________________________________________
____________________________________________

Write the name of a fruit you would like to try:

____________________________________________
____________________________________________
____________________________________________

How will you eat this fruit? *(Perhaps on cereal, as a snack, for dessert, with dinner, or on pancakes.)*

____________________________________________
____________________________________________
____________________________________________

### Vegetables
Circle the names of the vegetables you have eaten:
- spinach
- collard greens
- sweet potato
- broccoli
- jicama
- zucchini squash

Other vegetables I have eaten:

____________________________________________
____________________________________________
____________________________________________

Write the name of a vegetable you would like to try:

____________________________________________
____________________________________________
____________________________________________

How will you eat this vegetable? *(Perhaps for a snack, as a salad, with dip, or for lunch.)*

____________________________________________
____________________________________________
____________________________________________

### Where and How
I will try these foods by: asking my parents to purchase them, helping my parents prepare these foods, choosing them from a restaurant menu, eating them from the school lunch menu, or eating them at a friend’s house.

____________________________________________

Signature

Date
Healthy Restaurant Choices – Lesson Plan #10

Estimated Lesson Time: 30-60 minutes

WCSD Content Standards:

Language Arts:
8.3.4 – I can follow three- and four-step spoken directions in sequence to complete a task.
10.3.3 – I can share ideas and information to complete a task.

Science:
L.5.D.1 – I can classify characteristics of plants (food) according to observable characteristics

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Healthy Restaurant Choices

Grade Level(s): 3, 4

Subject(s):

- Health/Nutrition

Prerequisites:

- Students must know that food choices affect how they feel and how their bodies develop.
- Students must be familiar with the Food Pyramid.

Objective:

- Students will be able to list the better food choices for a healthy body. Students will then be able to make a menu for a fictitious restaurant that contains good food choices from each of the areas of MyPyramid for Kids.

Materials:

- poster of MyPyramid for Kids (see binder pocket or print student handout-size poster from Section1, Lesson Handouts)
- menus from local restaurants (available online)
- folders
- writing paper
- markers
- pencils

Organization:

- Students will be divided into groups of 3.

Procedure:

1. Students will be motivated by the teacher reading several menus from local restaurants. The teacher will begin asking the students whether those meals sounded healthy, why and why not?

2. Students will be divided into groups of 3.

3. Teacher will discuss with the students MyPyramid for Kids and each of its basic concepts.
4. The teacher will discuss with class a few beginning suggestions of healthy foods they might want to see on a menu when they go out to eat.

5. Teacher will instruct students to come up with a creative name for their restaurant, design the cover of the menu, and to come up with at least two meals and/or desserts that include items from each of the groups on MyPyramid for Kids.

**Variations:**

Students could, as a class, make a new lunch menu for a week, and suggest it to the school Principal. The students could keep a journal of the foods that they eat each day for a week and write a short report on how healthy their choices were.

**Teaching Tips:**

Have literature that is related to healthy foods and healthy choices for the students to read.

**Assessment:**

Teacher will walk around room and observe each student’s contribution to the group, and look at each group's menu and pay attention to creativity, neatness, and how accurately each falls into the areas of MyPyramid for Kids.
Small Steps #1 – Lesson Plan #11a

Eating Well & Being Active

Estimated Lesson Time: 40 minutes

WCSD Content Standards:

Science:

L.5.A.4 – I can observe and describe variations among individuals within the human population.
L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
L.5.C.4 – I can recognize all organisms, including humans, can cause changes in their environment.

Language Arts:

2.3.1 – I can identify pre-reading strategies to make reasonable predictions and to improve comprehension.
2.3.3 – I can recall essential points while reading and making predictions.

Other WCSD Standard Links:

Language Arts:

6.4.2

Math:

2.3.1a

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Small Steps #2 – Lesson Plan #11b
Food Can Do Amazing Things

Estimated Lesson Time: 40 minutes

WCSD Content Standards:

Science:
- **L.5.A.4** – I can observe and describe variations among individuals within the human population.
- **L.5.B.1** – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
- **L.5.C.4** – I can recognize all organisms, including humans, can cause changes in their environment.

Language Arts:
- **2.3.3** – I can recall essential points while reading and making predictions.

Other WCSD Standard Links:

Math:
- **2.3.1a**

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.*
Small Steps #3 – Lesson Plan #11c

Getting Active Helps You Perform

Estimated Lesson Time: 40 minutes

WCSD Content Standards:

Science:

L.5.A.4 – I can observe and describe variations among individuals within the human population.
L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
L.5.C.4 – I can recognize all organisms, including humans, can cause changes in their environment.

Language Arts:

5.3.4 – I can write responses to literary experiences and make connections with personal life when possible.

Other WCSD Standard Links:

Math:

2.3.1a

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Small Steps #4 – Lesson Plan #11d
Small Steps Make a Big Difference

Estimated Lesson Time: 40 minutes

WCSD Content Standards:

Science:
  L.5.A.4 – I can observe and describe variations among individuals within the human population.
  L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
  L.5.C.4 – I can recognize all organisms, including humans, can cause changes in their environment.

Language Arts:
  10.3.1 – I can speak and listen attentively in conversations and group discussions as well as compare other points of view.

Other WCSD Standard Links:

Language Arts:
  10.4.1

Math:
  2.3.1a

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Grades 2 to 4

Geronimo Stilton is the editor of The Rodent's Gazette.
Thea Stilton is Geronimo’s sister, and special correspondent at The Rodent’s Gazette.
Benjamin Stilton is Geronimo’s favorite nephew, and is nine years old.

Get the scoop from Geronimo and his family!

FREE Teaching Guide & Poster

Extra! Extra!

Small Steps

An important language arts, health, and math program

Help Your Students to:

• Set Goals
• Choose Foods That Perform
• Get Active in a Minute
• Take a Small Step Today!

Included:

• Lessons & Activities
• Classroom Poster
• National Standards Matrix

Generously sponsored by

Ad Council.org
You know that small steps over time make a big difference in performance. That’s the message in Small Steps, a new program that builds students’ language arts skills, featuring Geronimo Stilton, the editor of The Rodent’s Gazette. Geronimo has great news to share with students about how nutrition and exercise can help them achieve great things!

He knows that students who take small steps each day to eat more healthy foods and get more physical activity perform better as thinkers and doers.

Developed by The Ad Council with Scholastic, and sponsored by the U.S. Department of Health & Human Services, Small Steps can offer a giant step for students toward nutrition and fitness awareness that encourages a lifetime of good health!

Sincerely,
The Ad Council
Scholastic Inc.
U.S. Department of Health & Human Services

Share this program with a colleague!
Find this material online, as well as additional information on youth nutrition, at www.smallstep.gov

**Lesson 1**

**Eating Well and Being Active Help You Reach Your Goals**

**Health Objectives**

Students will learn:
- Some ways that nutrition and fitness can help them achieve what they love to do and what is important to them
- That by taking small, incremental steps to reach their goals, they can perform better and ensure their own success

**Language Arts Objectives**

Students will learn:
- How to use a range of writing strategies to communicate a goal
- To use language to accomplish their own purposes

**Math Objectives**

Students will learn:
- How to think about a larger goal as a series of small, incremental steps
- To identify the best plan for reaching their goal by coming up with more than one, and making appropriate comparisons (older grades)

**Time Required:** 40 minutes

**Materials Needed:** Reproducible Activity 1, “Eating Well and Being Active Help You Reach Your Goals”

**Lesson Steps:**
1. Introduce the concept of goals and give examples. Allow students to understand the difference between a desire, e.g., “I wish I could run faster,” and a goal, e.g., “By the end of this month, I will be able to run 50 more yards than I can today.”

2. Explain how good health and nutrition goals are important for us to have, no matter what other activities we like to do. We all need energy to get through our day, and that energy comes from eating well and exercising for fun. The better we eat, the better we feel, the better we think, and the better we do. Give students an example of how proper nutrition (and/or exercise) can cause a chain of occurrences that can lead to a successful moment.

3. Tell students that each of us can set a goal to eat, feel, think, or do something better. In order to reach that goal, we can break it down into smaller steps. Use a graphic organizer on the board to show students how to break a goal into smaller, more manageable steps. Discuss how the steps relate and add up to build the goal. As a class, you can visit www.smallstep.gov for ways we can all achieve better health.

4. Have students explore the connection among body, mind, and performance by reviewing Reproducible Activity 1, “Eating Well and Being Active Help You Reach Your Goals.”

**Wrap-up:** Discuss ways a healthy body and mind will help students meet their goals.

**Answers to Activity Reproducible 1:** Written answers to Curt’s story and “What’s YOUR Goal?” will vary. In answering, student should demonstrate basic understanding of personal health and the relationship between small steps and goals, using correct spelling and punctuation.
Lesson 2
Your Food Can Do Amazing Things

Health Objectives
Students will learn:
• That different foods can help or hinder the body’s performance
• Some ways healthy foods can help them perform

Language Arts Objectives
Students will learn:
• How to apply a range of reading strategies to gather and comprehend nutrition information
• How to communicate their discoveries in ways that suit their purposes

Math Objectives
Students will learn:
• That aspects of nutrition can be measured in a standardized way
• How to think critically and logically to see the relationship between healthy food choices and outcome

Time Required: 40 minutes
Materials Needed: Reproducible Activity 2, “Your Food Can Do Amazing Things”

Lesson Steps:
1. Introduce the concept of foods that “give back” by talking about how foods “perform.” Explain that foods provide energy to help students be active and think more clearly, as well as vitamins and minerals that promote good health and growth. These foods are “high performers,” which in turn give students more energy to think and to do physical activities. Conversely, some foods “take away,” by giving students less energy and fewer vitamins and minerals.

2. Copy and distribute Reproducible Activity 2. Ask students to read the food facts about the sweet potato, the broccoli, and the watermelon. Ask students whether they think these foods “give back” or “take away,” and why.

3. Ask students if they know of any other foods that “give back,” and what those foods give to us when we eat them. Provide students with definitions of vitamin (a substance found in food that our bodies depend on to carry out certain functions) and mineral (an element found in food that our bodies depend on to create the materials needed to build our bodies’ parts). Explain that our bodies cannot make vitamins and minerals, so we need to eat them in our food. If the foods we eat do not contain all the vitamins and minerals our bodies need, then our bodies can stop working properly.

4. Suggest ways in which students can learn about how foods “give back” to them. They can: read the label on food packaging, read about different foods in the library, or go online and search for fruit and vegetable nutrition information at the 5 A Day Fruit and Vegetable of the Month web site: www.cdc.gov/nccdphp/dnpo/5aday/month/index.htm.

Wrap-up: Discuss small steps students can take to eat more high-performance foods and be more active.

Answers to Activity 2: Answers to the question and to “My Food Does This!” will vary. In answering, student should demonstrate comprehension of what was read and how facts about food impact his or her own health, using correct spelling and punctuation.

Lesson 3
Getting Active Helps You Perform

Health Objectives
Students will learn:
• That mental and physical well-being are mutually dependent
• How they can begin to integrate fitness activity choices into their small steps, and how to spot opportunities for physical activity during seemingly sedentary moments of the day

Language Arts Objectives
Students will learn:
• How to apply a range of writing strategies to communicate a goal or an aspiration
• To use a variety of information sources to gather, synthesize, and communicate information in ways that suit their purposes

Math Objectives
Students will learn:
• That physical fitness can be measured in a standardized way
• How to describe the benefits of reaching goals in terms of positive change or change over time

Time Required: 40 minutes
Materials Needed: Reproducible Activity 3, “Getting Active Helps You Perform”

Lesson Steps:
1. Review a typical day for students. Raise their awareness about all the “free” moments (ten minutes or more) in a day—waiting for the bus or for class to start, before or after lunch, food shopping with family, etc. Ask students to list as many of these free moments as they can, and jot them on the board.

2. Ask individual students to suggest a number of small steps they might do during these “Ten-Minute Moments.”

3. Discuss how physical activities can help students perform better, similar to the way that certain foods can help them perform. Guide students to recognize that fitness and food choices can help them reach their goals.

4. Review Reproducible Activity 3. Have students think about, then identity, moments in the day when they can work on their small steps and include physical activity.

Wrap-up: Discuss small steps students can take each day to be more active and eat more high-performance foods.

Answers to Activity 3: Answers will vary. In answering, student should demonstrate understanding of how small steps can add up to a larger goal and how healthy choices can be scheduled in ten-minute (or longer) increments throughout the day, using correct spelling and punctuation.

Lesson 4
Small Steps Make a Big Difference

Health Objectives
Students will learn:
• How they can fit healthy food and activity choices into small increments of time
• That they can boost their ability to achieve things that are important to them by understanding that good health, nutrition, and physical activity are directly related to performing well

Language Arts Objectives
Students will:
• Participate in discussion of healthy choices in and out of school

Math Objectives
Students will:
• Be able to sort and manipulate information from a chart/grid pattern to schedule opportunities for healthy choices throughout the day

Time Required: 40 minutes

Lesson Steps:
1. Review what students have learned about how healthy foods and fitness help their minds and bodies perform better. Explain that small steps can yield big benefits over time.

2. Review with students how they may achieve their small steps by establishing a desire or goal and putting that desire or goal into action.

3. Discuss with students how they will work on their small steps over time. Will they repeat the same step every day? Add a new step to their day at certain intervals? Explain to students that there are many ways to put their small steps into action over time.

4. Review Reproducible Activity 4. Have students look at the patterns and think about how they might structure their steps in the course of a week.

Wrap-up: Have students take their charts home to share with their families. Discuss how students can maintain their small steps at home and school every day.

Answers to Activity 4: Answers will vary. In filling out the chart, student should demonstrate understanding of how small steps scheduled regularly and over time can yield significant change, and use correct spelling and punctuation.
Healthy foods and activities can help you feel, think, and do better, so you can reach your goals. Below you will see a story topic about Curt and his goal. Write a beginning, a middle, and an end to Curt’s story, describing the things that Curt eats, feels, thinks, and does to reach his goal.

**Story Topic:** Curt has a goal. He really wants to learn how to play soccer.

**Beginning:**

**Middle:**

**End:**

---

*Food Fact:* Milk has calcium. Calcium keeps your bones and teeth healthy—which helps you stay strong! Think of milk the next time you practice your karate moves!
Did you know that foods are performers? Different foods perform in different ways. Some foods can make you strong. Some foods can give you energy. Some foods can help you grow. And some foods can’t do these things. The foods we choose to eat make a big difference in how we perform. To help you do your best, choose foods that perform for you!

Read about these healthy foods. Then answer the question below.

**Healthy Benefits of Sweet Potato:**
- Vitamin A can help your eyes stay strong
- Vitamin C can keep your whole body healthy
- Fruits and vegetables are a natural source of energy and give the body many nutrients you need to keep going

**Healthy Benefits of Broccoli:**
- Vitamin C can help your skin and joints stay strong and healthy
- Broccoli can help you fight off infections
- Deep green vegetables, like broccoli, contain iron, which can help you stay energized

**Healthy Benefits of Watermelon:**
- Watermelon is full of Vitamins A and C
- Red fruits and vegetables, like watermelon, may help to protect you against serious diseases
- Watermelon is full of water, which can really quench your thirst and keep you hydrated

**Question:** Choose one of the foods above, and re-read its healthy benefits. Name two ways that eating this food could help you think, feel, or do something better.

**My Food Does This!** Choose a favorite food. Read about your food (on the food label, at the library, or online). Then, on the back of this page, describe the healthy benefits of that food.

**I HAVE A GOAL!**

My goal is:

The small step I am working on today is:

I will eat healthy food because it will help me achieve this small step, and here’s why:

I will work on this small step by doing:

Eat better, think better, do better! For more great info on healthy nutrition, visit www.smallstep.gov.

**Food Fact:** Whole grains have complex carbs (carbohydrates). Carbohydrates supply energy, which your body needs for everything—including helping you to jump!
Got about ten minutes before school? During lunch? Walking home? That’s just enough time to choose a physical activity goal and put your small steps into action toward reaching it! Feel like you don’t have any time? Read the list of ten-minute moments to remind you of all the “free” time you really do have. Then make a list of your small steps and decide on the moments when you will work on them so you can reach your goal.

**My Physical Activity Goal is:** ______________________________

### List of Ten-Minute Moments

<table>
<thead>
<tr>
<th>Before School:</th>
<th>At School:</th>
<th>After School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>While eating breakfast</td>
<td>Between classes or subjects</td>
<td>After the bell</td>
</tr>
<tr>
<td>Waiting for the bus</td>
<td>Before or after lunch</td>
<td>Food shopping with family</td>
</tr>
</tbody>
</table>

**Other moments when I can work on my small steps and be active:**

<table>
<thead>
<tr>
<th>My small steps:</th>
<th>When I will work on this step:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

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**I’m working on it every day!**

I am working on my small steps by doing:

More activity will help me achieve my small steps because:

I plan on continuing my small steps over time by:

Keep going to reach your goal! For more great info on physical activity and exercise, visit [www.smallstep.gov](http://www.smallstep.gov).

**Food Fact:** Tomatoes have Vitamin C. Vitamin C helps your body fight disease and promotes good general health—which can help you do just about anything, including thinking, reading, and learning! So eat up and ace your next test!
If you work on your small steps over time, you will begin to see big changes! Choose one week when you will work on reaching a nutrition or activity goal. For instance, you might decide you want to learn to skateboard. Or, you might decide you want to learn how to cook a healthy meal.

You may have already practiced breaking a goal into smaller steps. If you work on your goal for a week, you can take one small step each day toward your goal. At the end of the week, seven small steps equals one great big healthy goal, and a healthier YOU!

<table>
<thead>
<tr>
<th>My Week of Small Steps</th>
<th>What is my goal for the week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday: Small Step #1</td>
<td>• Will I aim to feel less tired after my soccer game?</td>
</tr>
<tr>
<td>On Monday, I will do:</td>
<td>• Will I aim to do a better job on my book report?</td>
</tr>
<tr>
<td></td>
<td>• Will I aim to eat two kinds of vegetables at every meal?</td>
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<tr>
<td></td>
<td>On Friday, I have reached this goal:</td>
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<td></td>
<td>____________________________</td>
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<td></td>
<td>____________________________</td>
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<tr>
<td>Tuesday: Small Step #2</td>
<td>____________________________</td>
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<tr>
<td>On Tuesday, I will do:</td>
<td>____________________________</td>
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<td></td>
<td>____________________________</td>
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<tr>
<td>Wednesday: Small Step #3</td>
<td>____________________________</td>
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<td>On Wednesday, I will do:</td>
<td>____________________________</td>
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<td></td>
<td>____________________________</td>
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<tr>
<td>Thursday: Small Step #4</td>
<td>____________________________</td>
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<tr>
<td>On Thursday, I will do:</td>
<td>____________________________</td>
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<td>____________________________</td>
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<tr>
<td>Friday: Small Step #5</td>
<td>____________________________</td>
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<tr>
<td>On Friday, I will do:</td>
<td>____________________________</td>
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<td>Saturday: Small Step #6</td>
<td>____________________________</td>
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<td>On Saturday, I will do:</td>
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</tr>
<tr>
<td>Sunday: Small Step #7</td>
<td>____________________________</td>
</tr>
<tr>
<td>On Sunday, I will do:</td>
<td>____________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Food Fact: Carrots have Vitamin A. Vitamin A can help keep your eyes healthy—and help them adjust to dim light. And healthy eyes could come in handy for your next game of hide-and-seek!
Can Your Food Do That?

“Do what?” you might say. Foods have the power to perform for you. Different foods contain vitamins and minerals that make all the difference in how you grow. Look around this poster for some healthy foods that help you do the things you like to do best!

Food Fact: TOMATOES have Vitamin C. Vitamin C helps your body fight disease and promotes good general health—which can help you do just about anything, including thinking, reading, and learning! So eat up and ace your next test!

Food Fact: CARROTS have Vitamin A. Vitamin A can help keep your EYES HEALTHY—and help them to adjust to dim light! And HEALTHY EYES could come in handy for your next game of hide-and-seek!

Food Fact: FISH has fatty acids. Fatty acids, such as Omega-3 oils, help keep cells, nerves, and eyes healthy. So get your body healthy and eat some FISH!

Food Fact: WHOLE GRAINS have complex carbs (carbohydrates). Carbohydrates supply ENERGY, which your body needs for everything—including helping you to JUMP!

Food Fact: MILK has calcium. Calcium keeps your bones and teeth healthy—which helps you stay strong! Think of MILK the next time you practice your karate moves!

Together, Geronimo,* Thea,* and Benjamin* are getting the news out that physical fitness and healthy nutrition can help you perform better in everything you do! Get the scoop about what your food can do for you at www.smallstep.gov
Cruciferous Crusaders – Lesson Plans #12a

Language Arts Lessons 1-5

Estimated Lesson Time: 15-20 minutes each

WCSD Content Standards:

Science:

L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
L.5.C.4 – I can recognize all organisms, including humans, can cause changes in their environment.
L.5.D.1 – I can discuss that plants can be classified according to observable characteristics.

Language Arts:

1.3.2 – I can use knowledge of phonics and structural elements to read and determine the meaning of unfamiliar words.
4.3.3-4 – I can ask questions and support answers by connecting prior knowledge in text.
4.4.4 – I can draw conclusions about text with support.
4.3.6 – I can read and follow three- and four-step directions.

Other WCSD Standard Links:

Language Arts:

1.3.1, 4.4.6

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
**Student Introduction**

Hi, Boys and Girls! My name is Cabbagesaurus and I am the team captain of the All-Star Cancer Fighting Team -- the CRUCIFEROUS CRUSADERS. My strength is in the high mineral and vitamin content which you can get from cabbage. CRUCIFEROUS is a big word that stands for the leafy green vegetables, cabbage, spinach, broccoli, kale, red and green lettuce. Our team is very important because we can help you have a healthy diet, AND we can help you lower the risk of certain types of cancer.

Let me introduce to you the other members of our All-Star Team:

First is our pitcher, Broccadactyl. He has helped carry the CRUSADERS to world championship because his power source is the fiber which comes from broccoli.

May I introduce the Red and Green Lettuceratops. They play 1st and 2nd base. The healthy, low calorie content of lettuce makes them a team favorite.

Our right fielder is the fantastic Kal-O-Don. He is a versatile team player and has lots of calcium from kale which gives him his strong right arm.

And say hello to Spinachraptor. He is our power hitter. He is known throughout the world for the power that comes from spinach.

Altogether, the mighty CRUCIFEROUS CRUSADERS Team can help you have a healthy body and fight cancer. So, won't you join our team and be on your way to better health?
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**Answer Key: Language Arts**

**Language Arts #1**

- 1. Cruciferous
- 2. Brocccoli
- 3. Calcium
- 4. Lettuce
- 5. Spinach
- 6. Cancer

**Language Arts #2**

- Farmer Haines

**Language Arts #3**

- 1. Spinach
- 2. Cancer
- 3. Broccoli
- 4. Kale
- 5. Cabbage
- 6. Calorie
- 7. Cruciferous
- 8. Fiber
- 9. Lettuce
- 10. Minerals

Language Arts #1

Have students read "Student Introduction" introducing the Cruciferous Crusaders, discussing the benefits of eating leafy green vegetables (better health, preventing cancer).

OBJECTIVES: Students will develop reading comprehension skills while learning the nutritional benefits of cruciferous vegetables.

Now, we're going to throw you a few "pitches". See how many you can hit. Put your score in the box provided.

1. The big word that stands for leafy green vegetables _______________________.
   Hit______ Strike_______

2. Broccadactyl gets his power source, fiber, from ________________________.
   Hit______ Strike_______

3. Kale-O-Don get his strong arm from kale which gives him lots of ____________.
   Hit______ Strike_______

4. Our 1st and 2nd baseman are team favorites because they provide us with the low calories or ________________________.
   Hit______ Strike_______

5. Spinachraptor gets his tremendous power from ________________________.
   Hit______ Strike_______

6. The Cruciferous Crusaders can help your body to fight against ________________.
   Hit______ Strike_______

I got ________ Hits!
Language Arts #2

WHO GROWS CABBAGE?
A Logical Conclusion

OBJECTIVE: Students will develop logical thinking skills.

DIRECTIONS:

1. Getting Started: ( 0 = Grows it, X = Does not grow it )
2. Read the first fact. Mark a large 0 under Farmer Scott's name beside the vegetable he grows (Kale).
3. BEFORE YOU GO TO FACT #2, put a large X under Farmer Scott's name beside all the vegetables he does not grow (broccoli, lettuce, cabbage, and spinach).
4. EACH FARMER GROWS ONLY ONE CROP, so put a large X in each appropriate box under the other farmer's names to show that they do not grow the vegetable Farmer Scott grows (Kale).
5. Now you have marks under all five farmer's names showing if they grow kale.
6. Now you're ready to do the same for Fact #2. Have Fun!

FACTS:

1. Farmer Scott grows kale, but does not grow broccoli, lettuce, cabbage, or spinach.
2. Farmer Young grows spinach, but does not grow broccoli, lettuce, or cabbage.
3. Farmer Williams does not grow broccoli or cabbage, but he grows lettuce.
4. Farmer Small grows broccoli, but does not grow cabbage.

Did you help the CRUCIFEROUS CRUSADERS find who grows cabbage?
Who is it?____________________
Language Arts #3

CRUCIFEROUS CRUSADERS CROSSWORD PUZZLE

Across

1. Popeye gets his strength from ___________.
2. Eating leafy greens may reduce your risk of ______.
3. Green flowery vegetable shaped like a tree-_________.
4. Kale-O-Don gets lots of calcium from _________.
5. Cabbagesaurus gets his strength from ________.
6. Join the _____ Crusaders by eating at least one leafy green vegetable a day.
7. A salad tastes great made from low-calorie ________.
8. Leafy greens are high in vitamins and _________.

Down

9. Lettuce is a great low-___ vegetable.
10. Broccadactyl gets his power source, ______, from broccoli.

Use these words to fill in your Cruciferous Crusaders Crossword:

- KALE
- CRUCIFEROUS
- BROCCOLI
- LETTUCE
- SPINACH
- CABBAGE
- FIBER
- MINERALS
- CANCER
- CALORIE
Language Arts #4

ALL-STAR HEALTHY EATING HABITS

OBJECTIVE: Students will recognize healthy foods

DIRECTIONS:

1. Divide the class into groups of five or six students per group.
2. Copy one game board for each group of students. Color and laminate, if desired.
3. Cut out numbers and put in a "hat".
4. Teacher allows student from Group 1 to pull number out of "hat". Group 1 students proceed to appropriate square and follow directions if they land on a non-leafy green food. If they land on a healthy leafy green, they stay there until their next turn.
5. Teacher proceeds to other groups and follows same procedure for Groups 2, 3, and 4; letting a different student from each group draw each time.
6. The first group to get back to START square wins.
Language Arts #5

LEAFY GREENS BINGO

**OBJECTIVE:** Students will recognize words connected with leafy greens lessons.

**DIRECTIONS:**

1. Hand out one Bingo card and one word list per student.
2. Have students copy words in random order onto the Bingo card so that no two students' cards are exactly the same.
3. Play "Bingo" by the teacher calling out one word at a time and students circling the word as they find it.
4. Winner will be the first student who circles five in a row, either vertically, horizontally, or diagonally. Remember to circle the free space in the center of the card!
LEAFY GREENS BINGO
Word List

- Broccoli
- Kale-O-Don
- Vitamin C
- Spinach
- All-Star Team
- Fiber
- Leafy greens
- Kale
- Low calorie
- Green lettuce
- Cruciferous
- Spinachraptor
- Broccadactyl
- Minerals
- Calcium
- Cabbage
- Lettuceratops
- Red lettuce
- Cabbagesaurus
- Healthy
- Cancer fighting
- Crusaders
- Vitamin B1
- Vegetables
Cruciferous Crusaders – Lesson Plans #12b
Science & Health Lessons 1-2

Estimated Lesson Time: 15-30 minutes each

WCSD Content Standards:

Science:

L.5.A.1 – I can recognize some physical characteristics and behaviors that are inherited in animals and plants.

L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.

L.5.C.2-5 – I can recognize organisms interact with each other and non-living parts of their ecosystems; recognize changes in environment can be beneficial or detrimental to different organisms; recognize all organisms, including humans, can cause changes in their environment; recognize that plants and animals have adaptations allowing them to survive in specific ecosystems.

L.5.D.1 – I can discuss that plants can be classified according to observable characteristics.

N.5.A.7 – I can use observable patterns to organize items and ideas.

N.5.B.3 – I can recognize that plants and animals have adaptations allowing them to survive in specific ecosystems.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Answer Key: Science & Health

Science #1

- strong teeth, bones, fight infection, hair and skin

Science #2

F A T  Y O U R  L E A F Y
G R E E N S

Source: http://www.leafy-greens.org/lessons/answerkey.html
Science/Health #1

OBJECTIVES: Students will understand nutritional benefits of cruciferous vegetables.

1. Refer to class textbook for SEED study. Cross section of seed will help students learn EMBRYO (tiny part of seed that grows into new plant). Explain that the rest of the seed contains stored sugars that it uses to grow and develop.

2. Discuss the basic needs of a plant (water, air, loose soil, sunlight). When the seed has what it needs, it GERMINATES (starts to grow and develop). Then PHOTOSYNTHESIS occurs (the way leaves of green plants make most of the sugars a plant needs). Grow lettuce, cabbage or broccoli plants from seeds in cups/cartons in classroom. Lettuce seed is 7-10 days to germination; planting depth - 1/4 inch; 82 days to harvest. Cabbage is 10-12 days to germination; 1/2 inch planting depth; 71 days to harvest. Broccoli is 10-14 days to germination; planting depth is 1/2 inch; 90 days to harvest. Withhold water from one and sunlight from another. Draw conclusions from measurements and graphs of growth of all the plants during the leafy greens study. (For extended classroom growing project, refer to The Apartment Farmer by Duane Newcomb, Tarcher, Inc., Los Angeles.) After lesson, students may take plants home to transplant.

3. Use food coloring and a heavy stalk leafy green or celery to show transportation of water through a plant.

4. Help students find articles in newspapers about weather conditions affecting the growth of crops (freeze, drought, etc.). Explain the impact on the cost of these foods to the consumer. (Prices may rise due to limited supplies damaged by nature.)

5. Arrange a tour of a local grocery store on delivery day. Try to tour a refrigerated truck and discuss food spoilage during transport. Have the produce manager explain the "sprinkler" system in the produce cases. Go on a scavenger hunt to find foods with leafy greens in them (slaw, sauerkraut, etc.).

6. Help students cut out pictures from magazines of healthy foods and people doing some sort of exercise. Discuss the importance of a nutritious diet and good exercise to stay healthy. Begin classroom discussion of the phrase, "You are what you eat!".

7. Why do we need to eat foods? We need energy from foods for work and play. The parts of food that help your body grow are nutrients. LEAFY GREENS contain Vitamin A, Vitamin C, Calcium, Iron, Fiber. These nutrients:
   - help build strong teeth and bones
   - help body to fight infection
   - help growth and health of hair and skin


12/6/2007
8. According to the Food Guide Pyramid, we need 3-5 servings of vegetables per day (Children need 4). 1 serving = 1 cup of leafy raw veg or 1/2 cup of chopped raw or cooked veg. Have students demonstrate through standard measurements the amount of vegetable needed for a serving. The darker the leaf, the more nutritious the green.

9. Where do kids get energy? Food! Have students create a food link chain: farmer, processor, grocer, you!

10. Place a few peanuts or chips on one brown paper bag. Place a few dry lettuce leaves or broccoli on another bag. Explain that the oily spot on the bag is from the fat in the peanuts. There is no fat in lettuce or broccoli to leave a soil. Chart results using class database on a scale of 1 - 5 (1 no oil to 5 very oily).

11. Go to Cruciferous Crusaders Scramble Activity Sheet
A seed that is growing into a plant.

Embryo

Stored sugars
Science/Health Activity #1

CRUCIFEROUS CRUSADERS SCRAMBLE

Leafy Greens contain Vitamins A and C, Calcium, Iron and Fiber.
NO FAT.

Unscramble the underlined words below to discover what these nutrients do for you....

- help build gnsort ehett and enbos.
- help body to tifhg teionfcin.
- help growth and health of rahd and nikd.
Science/Health #2

OBJECTIVES: Students will understand cancer-fighting elements in cruciferous vegetables.

The National Academy of Sciences, National Cancer Institute, and American Cancer Society have all urged people to eat foods low in fat and high in fiber, vitamin A and vitamin C. Eating foods low in fat, cholesterol, salt and sugar, and high in fiber reduces the risk of heart attack, stroke, diabetes, obesity, tooth decay, and constipation. Following these guidelines should improve your chances for a long, healthy life. The National Cancer Institute reports that foods rich in vitamins A and C have been associated with the reduced risk of certain cancers, such as of the larynx, esophagus, and the lung. The American Cancer Society notes that cabbage helps prevent cancer of the colon and stomach.

According to Dr. Wendy Demark at the Duke Comprehensive Cancer Center, diet plays a big role in cancer prevention. It is estimated that over one third of all cancer-related deaths could be prevented by a healthy diet. Fruits and vegetables are key. Research suggests that people who eat at least 5 servings of fruits and vegetables per day cut their cancer risk in half when compared to those who consume one serving or less. Vegetables are especially nutrient dense. Calorie for calorie they pack more vitamins, minerals, fiber, and other cancer fighting agents than any other food group. Cabbage family (cruciferous) vegetables are particularly powerful cancer fighters.

1. Have students name ways that they have eaten cruciferous vegetables (salads, casseroles, steamed, etc.) Take a poll of how many students ate vegetables yesterday. Brainstorm ideas for other ways to eat them.

2. Demonstrate proper hand-washing techniques. Then demonstrate washing leafy greens. Wash greens thoroughly by placing them in a sink filled with lukewarm ( tepid) water and swish around. Remove any roots or stems, repeat washing. Pat dry on paper towels.

3. Extend personal hygiene concepts to show the need for sanitation regulations in food care and handling. Set up a tour of your school cafeteria kitchen and ask the manager to show the students sanitation procedures.

Go to Cruciferous Crusaders Cancer Fighter Search Activity Sheet
Science/Health Activity #2

CRUCIFEROUS CRUSADERS CANCER FIGHTING SEARCH

LEAFY CALCULUMFY
GERMINATE GARBOAR
ALTRE BROCCOLI YU
EETOSEE GEMXORIW
ENHAVPHRXVJSBTB
NEGZCCXNNANLMUG
SELEJEUNUTRIENT
FPHOTOSYNTHESISI
RIKALENERGYOOWEB
NRBNCRUCIFEROUS
KGDFAGPUITAMINSK
LROLOKRRPQONGGU
RAXWHMRJOWFJTY
DUQKCCLOGNUGYNAQ

______  ________  ________  ________
______  ________

Mystery Hint: May I suggest cabbage?

Word List

- BROCCOLI
- CABBAGE
- CALCIUM
- CRUCIFEROUS
- EMBRYO
- ENERGY
- FIBER
- GERMINATE
- GREENS
- IRON
- KALE
- LEAFY
- LETTUCE
- NUTRIENT
- NUTRITION
- PHOTOSYNTHESIS
- SPINACH
- VITAMINS
Cruciferous Crusaders – Lesson Plans #12c

Math Lessons 1-7

Estimated Lesson Time: 30 minutes each

WCSD Content Standards:

Math:

1.3.1 – I can develop mental math strategies and vocabulary in order to immediately recall and use addition, subtraction and multiplication facts to 81.
1.3.3 – I can generate and solve two-step addition and subtraction as well as one-step multiplication problems based on practical solutions.
1.3.9 – I can model, sketch and label fractions with numbers and words.
2.3.1 – I can identify, recognize, describe and create patterns with numbers and use number patterns as well as extensions to solve problems.
3.3.6 – I can tell time to the nearest minute and identify elapsed time.
5.3.1 – I can collect, organize, display and describe simple data using charts and graphs.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Answer Key: Math

Math #1

- 1. 16 items
- 2. 12 hot dogs
- 3. Afternoon: 13 items; evening: 13 items
- 4. 62 students
- 5. 248 people
- 6. 80 baseballs
- 7. 5 drinks
- 8. 16 students
- 9. 9 drinks
- 10. 123 more seats
- 11. 91 tickets left
- 12. Hannah

Math #2

- 1. Justin, because same product less expensive
- 2. Her brother
- 3. $9.00
- 4. Justin - $18.00 and Jess - $16.00
- 5. $4.05
- 6. $1.45 is not enough
- 7. $2.05; needs .95 more
- 8. $4.50
- 9. $5.00
- 10. $5.50

Math #3

- 1. Broccoli bites, 11, Ice cream, 13 more, 15 fewer, 72 items

Math #4

- 1. 12 Bags
- 2. $60.00
- 3. 14 boxes
- 4. 16 feet wide
- 5. 6 candy apples
- 6. 24 balls in 3 days
- 7. 12 broccoli bites
- 8. 36 laps

Math #5

- 1. 8 games
- 2. 6 pieces of hot dog
- 3. 6 baseball cards for each student
- 4. 8 boxes on each shelf
- 5. 3 games
- 6. 126 students
- 7. 18 fans on each row
- 8. 7
- 9. 11
- 10. 5

Math #6

- 1. Justin - 10, Hannah - 6
- 2. 5
- 3. $3.50
- 4. 300 lbs.
- 5. 50 miles
- 6. 10 dimes, 8 quarters
- 7. 61
- 8. $31.50
- 9. 30 minutes
- 10. 2:15 pm

Math #7

- 1. 13
- 2. 3 games
- 3. 3 seats behind Kate
- 4. 5 cones (2 chocolate, 2 strawberry, or 1 vanilla and 1 chocolate)
- 5. Diamond
- 6. Answers will vary
- 7. 4 red uniforms
- 8. Drinks, broccoli bites, hot dogs, popcorn, candy apples

Source: http://www.leafy-greens.org/lessons/answerkey.html
Math #1

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of addition or subtraction of 1, 2, or 3 digit numbers.

1. Hannah sold 9 broccoli bites and 7 drinks. How many items did she sell?

2. Justin sold 7 hot dogs to the baseball fans before his cooker broke. He could have sold 5 more hot dogs. How many could he have sold all together?

3. During the afternoon game, Jess sold 5 packages of cotton candy and 8 candy apples. During the evening game, he sold 8 candy apples and 5 packages of cotton candy. How many items did he sell in the afternoon? How many items did he sell in the evening?

4. Last week, 29 third graders took a field trip to the ballpark on one bus and 33 rode on another bus. How many students went on the trip?

5. There were 83 people in the first row at the ballpark. There were 79 people in the second row, and 86 people in the third row. How many people were in the first three rows?

6. Mr. William is counting baseballs. He has 63 in the dugout. He finds 17 more on the practice field. How many baseballs does he have now?

7. Eight (8) drinks were in the sale crate. Hannah took 3 of them out to sell. How many drinks are left in the sale crate?

8. Of the 29 students on the first bus, 13 said they had been to a ballpark before. How many of those students had never been to a ballpark?

9. Justin had 14 drinks in his sale crate. He tripped on the ballpark steps and spilled 5 of them. How many drinks does he have left to sell?

10. At the Saturday ball game, 875 seats were filled at the ballpark. On Monday, 752 seats were filled. How many more seats were filled on Saturday than on Monday?

11. Mr. William had 134 free tickets. He gave 43 of them away to the third grade class and their teacher. How many tickets did he have left?

12. Jonathan sold 17 bags of popcorn on Friday and 12 bags on Saturday. Hannah sold 31 bags of popcorn. Who sold more bags of popcorn?
TEACHER SUGGESTIONS:

- Bring baseball bat, baseball, and glove into classroom.
- Let students cut out magazine pictures from old sports magazines of baseball park related pictures.
Math #2

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of addition/subtraction of money; counting change.

1. Jess is selling broccoli bites for $1.95. Justin is selling broccoli bites for $1.59. Which one would you buy broccoli bites from? Why?

2. Caroline spent $3.45 on ballpark treats. Her brother spent $3.85. Who spent more?

3. Zach wanted to buy a souvenir. The price on the baseball caps was $13.00. Justin told him that caps were on sale for "$4.00 off." How much was the sale price of the cap?

4. Jess earned $16.00 selling items at the ballpark. Justin earned $2.00 more than Jess. How much money did each earn?

5. Caroline spent $2.45 less on food at the ball game today than she spent last week at the game. At last week's game, she spent $6.50. How much did she spend at the game today?

6. Sarah has 3 quarters, 4 dimes, 2 nickels and 20 pennies. Does she have enough money to get a drink that cost $1.50?

7. Kate wants to buy 1 hot dog and 1 drink at the ballpark. They cost a total of $3.00. She has 2 quarters, 10 dimes, 8 nickels, and 15 pennies. Does she have enough to buy the hot dog and drink? If so, how much change would she receive? If not, how much change does she need?

8. Justin sold broccoli bites to Caroline for $1.50. She gave him a $5.00 bill. How much change did she receive?

9. Will bought 2 hot dogs at the ballpark for $1.50 each. He also bought 1 drink and 1 candy apple for $1.00 each. He gave Hannah a $10.00 bill. How much change did he get from Hannah?

10. Melanie took $20.00 to the ball game on Saturday. She bought a candy apple for $2.00, 2 bags of popcorn for $1.50 each, 2 drinks for $1.50 each, and a souvenir for $6.00. How much money did she have left?

TEACHER SUGGESTIONS: Set up a tour of a local grocery store. With parent helpers, have students compare prices of leafy greens with other foods. Discuss changes in technology by weighing cabbage on hanging scales, then on computerized scales at register. Figure costs by weight x price per pound.
Math #3

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of tables and organization of data.

1. Look at the chart below. Mr. Don has to study today's sales at the ballpark.

```
<table>
<thead>
<tr>
<th>Today's Sales at the Ball Park</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinks</td>
<td>18</td>
</tr>
<tr>
<td>Popcorn</td>
<td>19</td>
</tr>
<tr>
<td>Hot Dogs</td>
<td>6</td>
</tr>
<tr>
<td>Cracker Jacks</td>
<td>0</td>
</tr>
<tr>
<td>Candy apples</td>
<td>3</td>
</tr>
<tr>
<td>Broccoli Bites</td>
<td>21</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>5</td>
</tr>
</tbody>
</table>
```

Which item sold the most?
How many hot dogs and ice cream sold?
Did more candy apples or ice cream sell?
How many more bags of popcorn sold than hot dogs?
How many fewer candy apples sold than drinks?
How many total items sold today at the ballpark?

2. Mr. Don studied the ballpark sales for the month of July.

```
<table>
<thead>
<tr>
<th>July Ball Park Sales</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinks</td>
<td>3742</td>
</tr>
<tr>
<td>Popcorn</td>
<td>3075</td>
</tr>
<tr>
<td>Hot Dogs</td>
<td>3502</td>
</tr>
<tr>
<td>Cracker Jacks</td>
<td>942</td>
</tr>
<tr>
<td>Candy apples</td>
<td>3954</td>
</tr>
<tr>
<td>Broccoli Bites</td>
<td>809</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>207</td>
</tr>
</tbody>
</table>
```

Make a table showing items in order from the most sold to the least sold.

TEACHER SUGGESTIONS: Expose students to computer database. Ask parent volunteers to help students track their daily intake of vegetables on a class database.
Math #4

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of multiplication.

1. Jonathan sold 4 bags of popcorn on Monday. On Thursday, he sold double the number of bags of popcorn he sold on Monday. How many total did he sell on both days?

2. Hannah worked 6 straight ball games this week. She earned $10.00 each game. How much has she earned this week?

3. Jess put boxes of cracker jacks in 2 rows in the sale crate. Each row had 7 boxes in it. How many boxes did he have?

4. The dugout at the ballpark is 8 feet wide. The concession stand is 2 times as wide as the dugout. How wide is the concession stand?

5. Caroline ate 2 candy apples at the ballpark. Her brother got sick because he ate 3 times as many candy apples as Caroline. How many candy apples did her brother eat?

6. Home runs were hit and 8 baseballs were lost to the fans each day for 3 days. How many were lost altogether in the 3 days?

7. Jonathan sold 3 broccoli bites to each of 4 people. How many broccoli bites did he sell?

8. The ballplayers run 4 laps around the ball field during practice each day. How many laps will they run if they practice every day for 9 days?

TEACHER SUGGESTIONS: Show students standard 1/4, 1/3, 1/2, 2/3, 3/4, and 1 cup measuring cups and discuss measurements. Challenge students to correctly measure rice, popcorn kernels, or other dry ingredient.
Math #5

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of division and fractions.

1. Hannah earns $10.00 per game for selling items at the ballpark. She wants to buy a bike that costs $80.00. How many ball games will she have to work to earn enough money to buy that bike?

2. Jess takes a break in between games and eats 2 hot dogs and 4 of broccoli bites for lunch. He cuts each hot dog in 3 sections so he can share with Hannah. How many pieces of hot dog were there?

3. The fourth grade class only bought baseball cards as souvenirs at today’s game. There are a total of 80 students in the fourth grade. They have about 480 baseball cards altogether. About how many baseball cards does each fourth grader have?

4. There are a total of 24 boxes of cracker jacks in the concession stand. They are divided up on 3 shelves in the concession stand. How many boxes are on each shelf?

5. Zach has been to games at the ballpark 18 times in the past 6 years. If he went to the same number of games each year, how many games did he go to this year?

6. Mr. William gave 1 ticket to the teacher and 42 free ball game tickets to the third grade class. Each student got 3 tickets. How many students are there in the third grade class?

7. There are 3600 fans at the ballpark today. They are seated on 200 rows. How many fans are on each row?

8. Mr. William has 21 baseballs lined up in 3 equal rows on the playing field. How many baseballs are in each row?

9. Of the 33 third graders at the ball park, 1/3 of them bought souvenirs. How many did NOT buy souvenirs?

10. There are 10 ball players practicing on the field. 1/2 of them have bandages on their arms. How many players do not have bandages?

TEACHER SUGGESTIONS: Show students standard 1/4, 1/3, 1/2, 2/3, 3/4, and 1 cup measuring cups and discuss measurements. Challenge students to correctly measure rice, popcorn kernels, or other dry ingredient.
Math #6

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of mixed applications, estimates, and time.

1. Hannah and Justin both sell drinks. Together, they only have 16 drinks left to sell. Justin has 2 more left than Hannah. How many drinks does each have left?

2. Chase has bought 2 souvenirs and Zach has bought 3. Will has bought 4 souvenirs and Ryan has bought 6. How many more souvenirs do Will and Ryan have than Chase and Zach?

3. Will is saving money for a new baseball bat. It costs $18.00. He has saved $14.50. How much more money does he need to save in order to buy the bat?

4. The fifth graders are saving and selling aluminum cans to buy ball game tickets. If they get paid $.02 for each can and they need to save $5.00 for each ticket, how many cans do they each need to collect?

5. The baseball team has to travel 580 miles to their next game. They get on the bus and ride 210 miles before stopping for lunch. Then they ride 320 miles before stopping for dinner. How many miles do they have left to ride after dinner?

6. Jonathan's customer paid for his $3.00 worth of broccoli bites with 24 coins. But only 2 different types of coins were used. What coins and how many of each did the customer give Jonathan?

7. On Thursday afternoon, Justin sold 24 candy apples. On Thursday evening, he sold 37 candy apples. Estimate the number of candy apples he sold that day.

8. Hannah sold 8 bags of popcorn at the ball game yesterday. She sold 13 bags today. Estimate the amount of money she collected altogether for both days from the sale of popcorn if each bag costs $1.50.

9. The third graders arrived at the ballpark at 12:15. The ball game started at 12:45. How long did the third graders have to wait?

10. The ball game lasted 1 hour and 30 minutes. If it started at 12:45, what time did it end?

TEACHER SUGGESTIONS: Have students demonstrate the ability to measure by showing 1/4, 1/2, and 1 cup of leafy greens, raw and/or cooked. Show how two 1/4 cups equal 1/2 cup, etc. Relate measurements of greens according to the Food Guide Pyramid: children need 4 servings per day; 1 serving = 1 cup of leafy raw veg or 1/2 cup of chopped raw or cooked veg.
Math #7

PROBLEMS AT THE BALLPARK

OBJECTIVES: Student will reinforce understanding of logical thinking in problem solving.

1. Zach is standing in line to buy tickets to the ball game. There are 4 people in front of him in line. There are 8 people behind him in line. How many people altogether are in line for ball game tickets?

2. Three teams are playing baseball. Each team will play each of the other teams just once. How many games will be played?

3. Fans are waiting impatiently for the game to start. Will is in the third seat from the aisle. Zach is nearer the aisle than Will and farther away than Kate. Caroline is in the seat next to Chase, who is 3 seats behind Will. Sarah is closer to the aisle than Caroline. In what position is Sarah?

4. Jonathan had 1 vanilla, 2 chocolate, and 2 strawberry ice cream cones. How many cones did he have all together? Kate wants 2 cones. She could choose 1 vanilla and 1 chocolate. Name 3 other choices Kate could make.

5. What is the name of the shape of the baseball field?

6. Use a tape measure to figure the length of your baseball bat, width of your baseball glove, or the width of your school desk. Draw a line on paper to show that measurement. Label the line with feet or inches.

7. The ballplayers from the two teams are lined up on the field in a pattern. The first 3 players are in blue uniforms. The next 4 players are in red uniforms. The next 3 players are in blue uniforms. What are the next players?

8. Mr. Don at the concession stand lined up some of the sale items by size. The popcorn bags are larger than the candy apples but smaller than the hot dogs. The broccoli bites are smaller than the drinks but larger than the hot dogs. From smallest to largest, how were the items lined up?

TEACHER SUGGESTIONS: Have students measure 18" x 12" poster board and cut out "placemat" to decorate, laminate, and use in the classroom for parent lunch culminating activity, then take home.
Best Breakfast Authors – Lesson Plan #13

Estimated Lesson Time: 30-60 minutes

WCSD Content Standards:

Language Arts:

5.3.3 – I can write a narrative and/or fictional story that moves through a logical sequence of events and includes details to develop the plot.
5.4.5 – I can write a composition with a main idea and supporting details.
5.3.6 – I can write short expository texts.
6.3.3 – I can write simple compositions that address a single topic and include supporting sentences that use concrete sensory details of people, places, things or experiences.
6.4.3 – I can write a composition of at least one paragraph with a main idea and supporting details.
6.3.7 – I can share my writing with others, listen to responses, and consider making revisions based upon reader responses before publishing.
9.4.3 – I can give organized presentations that demonstrate a clear viewpoint.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
THIRD GRADE LESSON PLAN

Name of Lesson: Best Breakfast Authors

Objectives:

- The children will explore a variety of breakfast foods and beverages.
- The children will write a creative story about a favorite breakfast food or beverage.
- The children will be encouraged to present their creative stories to others as well as try a variety of these foods or beverages during the story time.
- The children will identify how to consume a variety of nutrient-dense breakfast foods and beverages.

Points to Emphasize

- Breakfast should include a variety of different foods/beverages from each of the five food groups (grains, fruits, vegetables, low-fat milk, meat/beans) - for example, whole grain breads and cereals, eggs, beans, lean meats, low-fat milk, low-fat yogurt, fruits, vegetables, 100% fruit and vegetable juices, peanut butter, and so on. (See Teacher Information for further information on the five food groups.)
- Breakfast is one of the most important meals to eat during the day.
- Breakfast foods and beverages give you the energy and nutrition you need to run, jump, play, think and learn.
- Eating breakfast helps you to grow and to be strong.
- Tasting a variety of foods/beverages can be fun and helps you to try and enjoy a variety of different foods/beverages; how much of them you have, and how often you have them for breakfast is important.

You Will Need:

- Writing Paper
- Drawing Paper
- Art Supplies
- Pencils
- “Foods to Include for Breakfast” list
- Chart Paper
- Overhead Projector (optional)

National Education Standards:
Refer to “Campbell’s Breakfast Lesson Plans Alignment to National Standards” chart.

Getting ready:

Make copies of the “Foods to Include for Breakfast” list – one per student, or make a large copy of the list on chart paper or as an overhead.

Procedure:

On a piece of chart paper, write the following question: What is your favorite breakfast food? As part of your morning meeting or before class begins, invite students to write down their favorite breakfast food.

When all students have written their answers, review them with the class. Which of these foods can be found on the breakfast food list? (Distribute breakfast food list to students or make a large copy of it on chart paper or an overhead.)
STEP 3 Explain to students that they are going to pretend they are authors. (Define authors for those who may not know what it means.) Explain that their assignment is to choose one food from the “Foods to Include” breakfast food list and write a creative story about it.

STEP 4 Explain to students that to help them write their stories, they should do the following three things:
- Choose the topic (one breakfast food).
- Write a topic sentence.
- Brainstorm three supporting reasons why including this food or beverage at breakfast is a smart choice.

STEP 5 Once students answer these questions, have them use the information to write a creative story about their breakfast food choice. Explain that students may wish to illustrate their story too.

STEP 6 When the stories are done, let them take turns sharing their stories with the class. Compile students’ stories into a class book about foods to include for breakfast.

Activity Outcomes:

- What are some of your favorite breakfast foods? Why are these your favorites?
- What food groups do your favorite breakfast foods belong to (grain, fruit, vegetable, milk, or meat & bean)?
- Why is it important to eat or drink your favorite breakfast food or beverage for breakfast?
- How can you encourage others to eat a variety of foods and beverages for breakfast?

Extension Activity: Come to Our Reading

STEP 1 Invite students to help you plan a special event in which they will get a chance to read their creative stories to their parents, while sharing a variety of breakfast foods and beverage choices.

STEP 2 Have students help you design an invitation for them to take home. On the invitation, assign a food, beverage, or other item needed for the breakfast (be sure that you assign two students the same item, so if one forgets, the other may bring it.) (*NOTE: Check before assigning foods for any food allergies among students and make a list of foods that are safe for all to be around and enjoy.)

STEP 3 On the day of the party, have parents listen as students take turns sharing their creative stories. Then, celebrate the release of their “book” by sharing a special breakfast together.

* Note: Information on the importance of eating breakfast could be provided to parents at this time, along with a copy of the “Foods to Include for Breakfast” list.
Teacher Information

Food is important because it helps children grow and develop, and can help set a foundation for good health. Foods provide fuel and nutrients that growing children need. It is important for children to eat every meal and not to skip meals. One of the most important meals is breakfast.

This lesson focuses on the introduction to a variety of breakfast foods that can be eaten for breakfast. Because children do not have discretion over everything they eat, the focus is to introduce children to the variety of breakfast foods and beverages that are available. It is also intended to encourage children to try a variety of foods and beverages, and to explore the uniqueness of different foods from each of the five food groups using their five senses.

Many breakfast foods and beverages are high in a variety of vitamins, minerals, and nutrients (for example, foods such as whole grains are high in fiber). Fruits and vegetables, including 100% fruit and vegetable drinks, are high in vitamins and minerals, low in fat and high in fiber. Low-fat milk products contain the same amount of vitamins and minerals and less fat than whole milk products. All breakfast foods can be eaten in moderation.

The information presented is based upon the recommendations of the USDA’s MyPyramid and the new 2005 Dietary Guidelines for Americans.

The MyPyramid Food Guidance System provides specific recommendations for making food choices to improve the quality of an average American diet. The recommendations in this framework fall under four overall themes:

- Variety – eat foods from all food groups and subgroups. This is represented by 6 color bands representing the five food groups of the Pyramid and oils. This shows that foods from all food groups are needed each day for good health.
- Proportionality – This is shown on the Pyramid by the different widths of the food group bands. The widths suggest how much food a person should choose from each group.
- Moderation – Choose forms of foods that limit intake of saturated or trans fats, added sugars, cholesterol, salt, and alcohol. This is represented on the Pyramid by the narrowing of each food group section from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected from more often. The narrower top stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.
- Activity – be physically active every day. This is represented by the stairs and the person climbing them.

Generally, the recommendations for each food group include:

- Grains: Make at least half your grains whole grains.
- Vegetables: Vary your veggies – try to choose vegetables from several subgroups (orange veggies, dark green veggies, etc.) each day.
- Fruits: Focus on fruits – eat a variety of fruits.
- Milk: Get your calcium-rich foods – choose fat-free or low fat most often.
- Meat & Beans: Go lean with protein – choose lean meat and poultry. Vary your choices – include more fish, beans, peas, nuts, and seeds.

(Source: This information has been adapted from the USDA, at www.mypyramid.gov).
This lesson suggests a food tasting. Check the lesson ahead of time to determine what food supplies you will need. In general, you can make substitutions for the foods suggested in the lesson. You can also use the tasting as an opportunity to have the students try breakfast foods from a variety of cultures and cuisines. It may be helpful to ask a few parents to assist you by sending in the specified foods on specific days.

**Safety Note:**

Some children may be allergic to certain foods or ingredients of foods such as nuts. Before serving or having any of these foods near children, be sure to ask parents for a list of any food allergies that children may have. Be sure to examine the ingredient lists of snack foods before serving to children.
Foods to Include for Breakfast

Where do your favorite foods fit in?
Choose from these foods to create your own special breakfast.

**Grain Group**
- Whole grain cereals
- Fortified ready-to-eat cereals
- Whole grain English muffins
- Whole grain muffins
- Whole grain crackers
- Bagels
- Oatmeal
- Hot cereals
- Pancakes
- Waffles
- French toast
- Tortillas
- Pita bread
- Flat bread

**Milk Group**
- Low fat or fat-free yogurt
- Low fat or fat-free milk
- Low fat or fat-free cheeses
- Low-fat pudding made with milk
- 1% cottage cheese

*At least half of the grains eaten every day should come from whole grains.*

**Fruit Group**
- Fresh, frozen or canned fruits
- 100% fruit juice

**Vegetable Group**
- Fresh, frozen or canned vegetables
- 100% vegetable juice
- Salsa

**Meat and Bean Group**
- Lean meats
- Fresh or canned salmon
- Tofu
- Beans
- Peanut butter
- Nuts
Grades 3 & 4: Classroom Nutrition Activities and Source Links*

A. Dole Food Company: 5 A Day, There’s a Rainbow on my Plate Activity Book
   1) Calvin Carrots Crossword Fun and Answer Sheet
   2) Red Vegetables Word Jumbles and Answer Sheet
   Source: http://www.dole5aday.com/Rainbow/Supermarket.jsp

B. American Heart Association: Worksheets for Kids
   3) Making Healthy Choices
   4) Choose a Heart Healthy Snack
   Source: http://www.americanheart.org/presenter.jhtml?identifier=3028650#k2

C. Iowa Department of Public Health: Pick a Better Snack and Act Lessons
   5) February Activity, Grades 2-3: Fun Facts about Mushrooms math activity and Answer Key (pages 6-7 of 8, or 21-22 of 26 on pdf. file)
   6) April Activity, Grades 2-3: Smart Snacks puzzle and Answer Key (pages 6-7 of 7, or 6-7 of 25 on pdf. file)
   7) September Activity, Grades 2-3: Foods that We Eat That Are Fruits and Answer Key (pages 6-7 of 7, or 10-11 of 24 on pdf. file)
   8) October Activity, Grade 2-3: Cryptogram (pages 5 of 5, or 14 of 16 on pdf. file)
   Source: http://www.idph.state.ia.us/pickabettersnack/pabs_lessons.asp#april

D. USDA: Eat Smart and Play Hard Activity Sheets
   9) Power Up With Breakfast (English and Spanish available)

E. USDA Team Nutrition: Eat Smart With MyPyramid for Kids Activity Book
   10) Crack the Secret Code activity and Answer Page (page 13 and 35, or 15 and 37 of 40 on pdf. file)

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United States.
Grades 3 & 4: Classroom Nutrition Activities and Source Links* (continued)

F. Nutrition for Kids: Just for Kids Activities and Puzzles
   11) Fruity Fun!
   Source: http://nutritionforkids.com/kidactivities.htm

G. Kids Health in the Classroom: Teacher Guide, Personal Health
   12) Great Beginnings healthy breakfast handout and activity
   Source:
   http://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal

*Activities integrate nutrition content with Language Arts, Science, and/or Math education standards
Calvin Carrot’s Crossword Fun

Did you know...
Orange and yellow fruits and vegetables are packed with vitamin A, which helps keep your eyes healthy.

ACROSS
3. a popular sweet, orange melon
5. a yellow vegetable that grows on ears
7. a sweet, juicy, yellow tropical fruit that has a crown
8. a vitamin C-rich orange citrus fruit that grows on trees
9. butternut or spaghetti________

DOWN
1. this fruit is the orange “fuzzless” cousin of the peach
2. a sweet, orange, tropical fruit with a single large seed inside
4. an orange vegetable often used to make pies
6. orange root vegetables that rabbits love to eat
7. a yellow tropical fruit that is high in vitamin C, fiber, and folate

Hint: The answers to this crossword puzzle are all orange and yellow fruits and vegetables.

How many orange and yellow fruits and vegetables can you name?

Find the answers to this puzzle at www.dole5aday.com/rainbow.
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Find more activity sheets at www.dole5aday.com.
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*Hint: The answers to this crossword puzzle are all orange and yellow fruits and vegetables.*

**How many orange and yellow fruits and vegetables can you name?**
Red Vegetables Word Jumbles

Did you know…
Some red vegetables, like red-skinned potatoes, are only red on the outside while other red vegetables, like tomatoes, are red all the way through.

Randy, Rita and Rhonda Radish need your help to unscramble the names of these red vegetables.

DRE LBEL EPRPSEP should be __ __ __ __ __ __ __ __ __

DER NNOISO should be __ __ __ __ __

MTESOOAT should be __ __ __ __ __

ERD ASOTEOPT should be __ __ __ __ __ __ __ __

ISRHAEDS should be __ __ __ __ __

ETSEB should be __ __ __

Find the answers to this 5 A Day word jumble at www.dole5aday.com/rainbow.

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DRE LBEL EPRPSEP should be RED BELL PEPPERS

DER NNOISO should be RED ONIONS

MTESOOAT should be TOMATOES

ERD ASOTEOPT should be RED POTATOES

ISRHAEDS should be RADISHES

ETSEB should be BEETS

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Making Healthful Choices

Choose three foods that would make the **most** healthful breakfast. Circle them.

Choose three foods that would make the **most** healthful lunch. Circle them.

Choose three foods that would make the **most** healthful snack. Circle them.

Choose three foods that would make the **most** healthful dinner. Circle them.
Choose a Heart-Healthy Snack!

Which heart-healthy snack would you choose?

- Rice cakes
- Papaya
- Turkey & lettuce sandwich
- Grapes
- Strawberries
- Celery
- Orange
- Baked tortilla chips
- Low-fat frozen yogurt
Fun Facts About Mushrooms

1. The top of the mushroom is called the ___ ___ ___.
   6 4 11

2. Mushrooms have plenty of ___ ___ ___ ___ ___ ___ ___ ___ ___ to make you healthy.
   11 12 3 4 7 7 8 9 5

3. Mushrooms are part of a family of plants called
   ___ ___ __ ___ ___ ___ ___ ___ ___ ___
   10 9 1 2 8

1. Mushrooms make a delicious ___ ___ ___ ___ that many people love.
   9 10 3 8

2. Mushrooms grow in ___ ___ ___ ___ damp places.
   11 4 6 1

3. The mushroom spores grow in the ___ ___ ___ ___ ___.
   2 7 5 5 9

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The American Mushroom Institute
VARY YOUR VEGGIES

ANSWER KEY: Fun Facts About Mushrooms

1 + 2 = T
3 + 2 = M
5 + 1 = C
6 + 1 = G
1 + 6 = P

2 + 2 = A
3 + 5 = U
4 + 5 = F
5 + 5 = N
10 + 6 = O

1. The top of the mushroom is called the CAP.

6 4 11

2. Mushrooms have plenty of POTASSIUM to make you healthy.

11 12 3 4 7 7 8 9 5

3. Mushrooms are part of a family of plants called FUNGI

10 9 1 2 8

2 - 1 = K
3 - 3 = U
5 - 2 = L
8 - 6 = G
9 - 5 = A

10 - 2 = P
7 - 1 = R
8 - 1 = I
11 - 2 = S
13 - 3 = O
17 - 6 = D

1. Mushrooms make a delicious SOUP that many people love.

9 10 3 8

2. Mushrooms grow in DARK, damp places.

11 4 6 1

3. The mushroom spores grow in the GILLS.

G I L L S.

48

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Page 7 of 8
8/12/2007
Smart Snacks
Snacks are anything you eat between meals. These should be healthful foods, not just something to fill you up. Look across and down to find the 16 tasty and healthful foods from the Snack Menu hidden below. Draw a line around those snack words. The put the bold or dark letters on the blanks below the puzzle and unscramble them to find one more smart snack.

T O M A T O E M I L K C G
P G R A P E F R U I T H I
O P B I N U C P R A E E G
P E A N U T E L U V T E R
C A N O T I L S E E D S A
O R A U S N E A P P L E P
R O N I E S R O R A N G E
N T A O M E Y O G U R T S
C A R R O T G E H W P M H

Write bold letters here, and then write the unscrambled answer on the next line.

______________________________

______________________________

Snack Menu
APPLE
TOMATO
SEEDS
NUTS
BANANA
ORANGE
POPCORN
MILK
CARROT
GRAPE
CHEESE
PEAR
CELERY
YOGURT
PEANUT
GRAPEFRUIT

Courtesy of Kansas State University, Power Panther Pals
Smart Snack Answer Key

The Other Smart Snack is

APPLESAUCE
Foods That We Eat That Are Fruits

A plant makes flowers to produce seeds. When the flowers die, you may see a fruit, a pod, or a cluster of seeds in the same place the flower was. Fruits contain seeds that start from the flower part of a plant. Fruits are colorful, quick, easy and nutritious snacks.

Can you unscramble the fruits in the list below? Write the name of the color group that the fruit is in next to the word (Blue/Purple; Green; White; Yellow/Orange; Red)

<table>
<thead>
<tr>
<th>Unscrambled Fruit Name</th>
<th>Color Group</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dre papel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. sericrhe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. pagser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. nabnaa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ikwi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. arpsrisbere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. epar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. pepalinpe</td>
<td></td>
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</tr>
<tr>
<td>9. mupl</td>
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</tr>
<tr>
<td>10. ergnao</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. olenm wyehndoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. gonma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Foods That We Eat That Are Fruits

Answer Key

A plant makes flowers to produce seeds. When the flowers die, you may see a fruit, a pod, or a cluster of seeds in the same place the flower was. Fruits contain seeds that start from the flower part of a plant. Fruits are colorful, quick, easy and nutritious snacks.

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<td>Red</td>
<td>banana</td>
</tr>
<tr>
<td>2. sericrhe Cherries</td>
<td>Red</td>
<td>cherries</td>
</tr>
<tr>
<td>3. pagser Grapes</td>
<td>Blue/purple</td>
<td>grapes</td>
</tr>
<tr>
<td>4. nabnaa Banana</td>
<td>White</td>
<td>honeydew melon</td>
</tr>
<tr>
<td>5. ikwi Kiwi</td>
<td>Green</td>
<td>kiwi</td>
</tr>
<tr>
<td>6. arpsrisbere Raspberries</td>
<td>Red</td>
<td>mango</td>
</tr>
<tr>
<td>7. epar Pear</td>
<td>White</td>
<td>orange</td>
</tr>
<tr>
<td>8. pepalinpe Pineapple</td>
<td>Yellow/orange</td>
<td>pear</td>
</tr>
<tr>
<td>9. mupl Plum</td>
<td>Blue/purple</td>
<td>pineapple</td>
</tr>
<tr>
<td>10. ergnao Orange</td>
<td>Yellow/orange</td>
<td>plum</td>
</tr>
<tr>
<td>11. olenm wyehndoe Honeydew melon</td>
<td>Green</td>
<td>red apple</td>
</tr>
<tr>
<td>12. gonma Mango</td>
<td>Yellow/orange</td>
<td>raspberries</td>
</tr>
</tbody>
</table>
September Activity – Grade 2-3

VARY YOUR VEGGIES

Cryptogram

Decode the message by finding the substitute letter for each numbered space.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 20| 26| 7 | 24| 15| 14| 11| 8 | 21| 5 | 2 | 9 | 6 | 4 | 10| 3 | 23|13|25|12|22|17|18|16|1 | |

20 4 10 12 8 15 13 4 20 6 15 14 10 13 5 21 7 20 6 20 21 25

12 8 15 6 15 16 21 7 20 4 3 10 12 20 12 10

8/10/2007
Power Up With Breakfast

Fruit Shake

Hey, how about a cool, easy-to-make shake for breakfast or anytime!

1/2 cup cut-up fruit (bananas, strawberries, apples, etc.)
1/2 cup nonfat yogurt
1/2 cup nonfat milk
1/2 cup ice

Put the lid on tight and give it a whirl.

Toss ingredients in a blender...

Serves 2

Breakfast is one of my favorite meals. It gets me going. If I’m in a hurry, I grab a breakfast shake or eat leftovers from dinner.

Breakfast is a really great way to start your day!

mmm MMM

Please, check with an adult before using the blender!

PUT ingredients in a blender...

Breakfast is one of my favorite meals. It gets me going. If I’m in a hurry, I grab a breakfast shake or eat leftovers from dinner.

Breakfast is a really great way to start your day!

mmm MMM

Please, check with an adult before using the blender!

Power Panther says... Eat Smart. Play Hard.™

What happens when you tell an egg a joke?

Power Panther Word Jumble

Unscramble the letters to come up with breakfast foods. Write only one letter to a space.

ALBGE

RELACE

Khesa

TIFRU

OSTAT

It’s time to solve the jumble phrase. Use the letters in the circles in each word to fill the circles below and discover the jumble phrase.

Eat a peanut butter and banana sandwich for a quick breakfast.

The USDA is an equal opportunity provider and employer.
Crack the Secret Code

Use your detective skills and the code at the right to complete the sentences below:

For each line of the quiz, pictures should spell out the answer, with spaces below for children to write in the correct word. See example below.

1. Eat more __ __ __ __ __ __ __ __ __ __, __ __ __ __ __ __ __ __ __ __ and whole grains

2. Eat foods lower in solid __ __ __

3. Get your __ __ __ __ __ __ __ __ __ rich __ __ __ __ __ __ __ __ __

4. Be __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

Answers on page 35
Learning the Lessons of MyPyramid—page 12

It’s good to eat foods that are mainly at the BOTTOM of the Pyramid.

I will try to eat LESS from the top of the Pyramid.

Crack the Secret Code—page 13
1. Eat more FRUITS, VEGETABLES and whole grains.
2. Eat lower FAT foods more often.
3. Get your CALCIUM-rich FOODS.
4. Be PHYSICALLY ACTIVE

MyPyramid Crossword puzzle—page 15

Word Scramble—page 19

<table>
<thead>
<tr>
<th>Word Scramble answers</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>bran</td>
<td>11</td>
</tr>
<tr>
<td>popcorn</td>
<td>10</td>
</tr>
<tr>
<td>brown rice</td>
<td>13</td>
</tr>
<tr>
<td>rice</td>
<td>12</td>
</tr>
<tr>
<td>w e s l i</td>
<td>14</td>
</tr>
<tr>
<td>buckwheat</td>
<td>2</td>
</tr>
<tr>
<td>whole wheat bread</td>
<td>4</td>
</tr>
<tr>
<td>oatmeal</td>
<td>3</td>
</tr>
<tr>
<td>whole grain barley</td>
<td>9</td>
</tr>
</tbody>
</table>
Fruity Fun!

Complete the puzzle by solving the riddles shown below.

Word List:
Banana  
Grapes  
Juice  
Orange  
Pear  
Pineapple  
Plum  
Raisins

So-Berry-Good Smoothies
Ingredients:
• 1 cup frozen berries (strawberries, blueberries or raspberries)
• 1 frozen banana, broken into chunks
• 1 cup vanilla yogurt
• 1 c. nonfat or 1% milk
• 2-4 tsp. sugar (depending on the sweetness of the berries)
Combine all ingredients in the blender; process until smooth. Serve immediately.
Makes 4 servings.

ACROSS
4. Long and yellow, I'm "a-peeling" to both kids and monkeys.
6. I'm the liquid form of fruit. To find the real me, look for 100%!
7. When you hear my name, you might think there are two of me.
8. I rhyme with YUM (and that's also how I taste!).

DOWN
1. We can be red or green and we like to hang around in bunches.
2. My name and my color are the same.
3. We're the "dried up" version of clue #1
5. If you split my name in half, you will find two kinds of trees (HINT: One is a fruit tree).

Do you eat enough fruit?

Every day, try to eat 2-4 servings. Below are examples of one serving of fruit.

- 1 medium apple
- 1 medium orange
- ¾ c. raisins
- ½ c. canned fruit
- ¾ c. 100% fruit juice
- ½ c. fresh fruit chunks
- ½ c. grapes or berries
- 1 medium banana

Keep a list of the fruit you eat today:
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________

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Instructions: Paste or draw pictures of foods and drinks that can be part of a healthy breakfast. Next to each item, explain why it’s a healthy choice.
Grades 5 and 6
MyPyramid for Kids – Lesson Plan #15a
Getting the Most Nutrition

Estimated Lesson Time: 20-40 minutes

WCSD Content Standards:

Language Arts:
8.5.1 – I can interpret verbal and nonverbal messages from a speaker and distinguish fact from opinion.
8.5.4 – I can follow multistep oral directions.
10.5.1-2 – I can participate in conversations and group discussions as a contributor and leader as well as ask and answer questions to clarify or extend ideas.

Science:
L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
L.8.B.2 – I can recognize that cells grow, divide and take in nutrition, which they use to provide energy for cell functioning.

Math:
1.5.7 – I can identify which place value is most helpful in estimating an answer to determine the reasoning of the answer when rounding whole numbers and decimals.
1.5.2 – I can generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical settings.

Other WCSD Standard Links:

Language Arts: 8.6.1, 8.6.4, 10.6.1
Math: 1.6.7

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Level 3

MyPyramid

for Kids

Lessons for Grades 5 and 6

Grains
Make half your grains whole

Vegetables
Vary your veggies

Fruits
Focus on fruits

Milk
Get your calcium-rich foods

Meat & Beans
Go lean with protein

Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun

Fats and sugars – know your limits

USDA
Dear Teacher,

The U.S. Department of Agriculture (USDA) has developed these lessons to help you teach children in grades 5 and 6 about MyPyramid. The lessons feature a graphic developed specifically for elementary students titled MyPyramid for Kids. The lessons are designed to integrate nutrition with science, math, language arts, and health. Physical activity is also emphasized.

The lessons:

- Communicate nutrition concepts through age-appropriate, fun activities
- Contain handouts to be duplicated
- May be taught with minimal preparation
- Include a link with the school lunch program
- Provide information to send home to parents.

Also included in the lessons are: a MyPyramid for Kids poster, 50 Tips for Families flyers to send home to parents, a CD ROM with an interactive computer game, and a CD ROM with all the lesson materials and supplemental materials for educators. Your students will have fun as they learn to eat well and be physically active.

Here is a snapshot of what the three lessons cover:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Individual Student Activity</th>
<th>Group Activity</th>
<th>Lunchroom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting the Most Nutrition from Your Food</td>
<td>Students identify the food groups and nutrition messages that make up MyPyramid for Kids and learn how to choose healthier foods from each food group.</td>
<td>Students record the foods they eat for an entire day and categorize the foods into food groups.</td>
<td>Students play the MyPyramid Blast-Off game.</td>
<td>Students categorize lunchroom foods according to the food groups in MyPyramid for Kids.</td>
</tr>
<tr>
<td>Eating Out and Eating In — Go Lean With Protein</td>
<td>Students identify foods in the meat and beans group and analyze meat and bean choices from fast food restaurants.</td>
<td>Using the Where's the Fat? worksheet, students practice comparing the fat content of foods in the meat and beans group.</td>
<td>Students determine their own MyPyramid Plan by visiting MyPyramid.gov.</td>
<td>Students review the lunch menu to find all the foods from the meat and beans group. Students are asked to create signs to help promote lean protein choices to other students.</td>
</tr>
<tr>
<td>Get Your Calcium-Rich Foods</td>
<td>Students identify foods in the milk group and learn their health and nutrition benefits. Students learn to compare the calcium and fat content in foods using food labels.</td>
<td>Using the What's on the Label? and What's the Score? handouts, students practice comparing the nutrient content of foods in the milk group.</td>
<td>Students participate in a blind taste test with four different types of milk (fat-free, 1%, 2%, and whole milk). Students are asked to compare the taste of each.</td>
<td>Students analyze the food choices available in the school vending machines. The class is asked to start a campaign to add milk to the choices available in the vending machines.</td>
</tr>
</tbody>
</table>
Lesson 2: Eating Out and Eating In—Go Lean With Protein

Lesson 3: Get Your Calcium-Rich Foods

Reproducibles:

Lesson 1: MyPyramid for Kids
Black-and-white handout

Lesson 1: MyPyramid Worksheet

Lesson 2: Where’s the Fat?

Lesson 3: What’s on the Label?

Lesson 3: What’s the Score?
Lesson 1:
Getting the Most Nutrition From Your Food

Getting Started:

Hang the MyPyramid for Kids poster (full-text side) where everyone can see it. Pass out the black-and-white MyPyramid for Kids handout to each student. Review the food groups and messages with your students. Have students follow along and write the name of the food groups on the handout.

Here are some points to discuss with your students:

• **Make half your grains whole.** Whole grains are higher in fiber and some nutrients than other grains. Look for whole wheat or other whole grains on the ingredient label of bread bags and cereal boxes. It should be the first thing listed. Ask your students whether they can name other grains (oats, rye, corn). Most grains are ground into flour, then made into grain foods like cereals, bread, and tortillas. Popcorn is a whole grain too.

• **Vary your veggies.** Most people do not eat enough vegetables, especially dark green and orange vegetables. Ask students if they can name dark green and orange vegetables (broccoli, collard greens, dark green leafy lettuce, kale, romaine lettuce, spinach, butternut squash, carrots, pumpkin, and sweet potatoes). Vegetables have vitamins and minerals that are important for a healthy body.

• **Focus on fruits.** Variety is important. Tell students they should try to eat different colors of fruit such as oranges, cantaloupes, strawberries, grapes, and blueberries. Juice drinks should be 100% juice.

• **Get your calcium-rich foods.** Milk and milk products are sources of calcium. Tell students that they are at an age when calcium is most important because their bones are growing quickly. Ask them to name other milk products (cheese, yogurt, ice cream). Check the labels for fat content. (Students may be interested to learn that there is calcium in dark green leafy vegetables, but it takes a lot to equal the calcium in a glass of milk.)

• **Go lean with protein.** Protein is needed for growth; however, many Americans eat too much protein. Extra calories of any kind get turned into fat. (Students will learn more about protein in Lesson 2.)

• **Physical activity.** MyPyramid for Kids focuses on physical activity. Ask students whether they get 60 or more minutes of physical activity per day. Do they think most kids do? Why or why not?
• **Point out** that *MyPyramid for Kids* gives the amounts to eat in ounces and cups – ounces for the grain and meat and beans groups and vegetables, fruit, and milk are given in cups.

**Note:** Ounce equivalents for grains can also be measured in cups, e.g., 1 cup ready-to-eat cereal or ½ cup cooked cereal, and ounce equivalents for meats and beans can also be measured in tablespoons, e.g., peanut butter.

**Getting the most nutrition from your food:**

• Ask your students if they know why the food group stripes are wider at the bottom of *MyPyramid for Kids*. Explain that every food group has foods that you should eat more often than others; these are at the bottom of *MyPyramid for Kids*. The wider stripes at the bottom remind you to eat more of these healthier foods.

• Explain that the foods at the bottom of *MyPyramid for Kids* provide vitamins and minerals without a lot of solid fat or added sugar. Examples include: a slice of whole-wheat bread, a piece of fruit, steamed vegetables, fat-free milk, or a baked chicken breast. Tell your students that they should choose these foods most often because it is important to get the nutrients the body needs without eating too much solid fat or added sugar.

• Foods with higher amounts of solid fat and added sugar are in the narrower top area of *MyPyramid for Kids*. Tell students that occasionally everyone can enjoy these foods (for example, cake, candy, sweetened drinks, chips, and fried foods). But, eating too many of the foods from the top of *MyPyramid for Kids* could lead to weight gain.
• Every food group has foods that fall into the bottom and the top of MyPyramid for Kids. Here are some examples. Recreate the main text of the chart below on the board and discuss why the foods have been placed in each category. (The explanations in italics are points you might make.)

**MyPyramid for Kids Food Group Stripes**

<table>
<thead>
<tr>
<th>Food Groups</th>
<th>Wider Area</th>
<th>Narrower Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td>Whole-wheat bread</td>
<td>Doughnut</td>
</tr>
</tbody>
</table>

Explanation: Whole-wheat bread is a whole grain food with little fat. But doughnuts are fried and have lots of fat and added sugar.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Baked sweet potato</th>
<th>French fries</th>
</tr>
</thead>
</table>

Explanation: Baked sweet potato is an orange vegetable full of vitamins and minerals and it doesn’t need butter or sugar to taste good! The French fries are also potatoes, but they are fried and have a lot of fat.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Peach</th>
<th>Peach pie</th>
</tr>
</thead>
</table>

Explanation: Fresh peaches are in their most natural form and have a lot of vitamins and minerals. A slice of peach pie has less than one peach and has a lot of added sugar and fat.

<table>
<thead>
<tr>
<th>Milk</th>
<th>Lowfat frozen yogurt</th>
<th>Ice cream</th>
</tr>
</thead>
</table>

Explanation: Both lowfat frozen yogurt and ice cream are desserts made from milk. The lowfat frozen yogurt is usually made from fat-free milk, while the ice cream is often made with cream, which is higher in fat.

<table>
<thead>
<tr>
<th>Meat and Beans</th>
<th>Baked fish</th>
<th>Fried fish</th>
</tr>
</thead>
</table>

Explanation: Fish has lots of protein. The amount of fat depends on the way it has been cooked. Fried fish is much higher in fat than baked fish.

• Ask your students if they can think of other foods in each food group that belong on the top and bottom of MyPyramid for Kids. Have them write in their ideas on the MyPyramid for Kids black-and-white handout.
Activity: MyPyramid Worksheet

Pass out the MyPyramid for Kids Worksheet to students. Ask students to fill out the worksheet by listing all the foods (and the amounts) they ate yesterday for breakfast, lunch, dinner, and snacks. After students have completed this task, have students categorize the foods they ate yesterday into food groups. (You may need to help students with combination foods. For example, a slice of pizza would fit into several food groups such as grains, vegetables, milk, and meat and beans.) Next, have them list their physical activity and time spent on each activity. Then have the students rate how they did yesterday and set goals for tomorrow.

Group Activity: Play the MyPyramid Blast-Off Game

As a follow-up to the lesson, have students play the MyPyramid Blast-Off Game on the enclosed CD ROM or at teamnutrition.usda.gov or MyPyramid.gov educators’ page. In this game, students see if they can make the MyPyramid rocket fly. To do this they need to fill the rocket with the right “fuel”—a day’s worth of smart food choices and physical activity. They will use the knowledge learned from this lesson to help them make the best choices. After students have played the game, ask what they have learned.

Lunchroom Link:

Have students analyze 1 week of lunchroom menus, identifying which foods come from each of the food groups and if the foods fit on the top or bottom of MyPyramid for Kids.
MyPyramid
For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.go
### MyPyramid Worksheet

Check how you did yesterday and set a goal to aim for tomorrow

<table>
<thead>
<tr>
<th>Write In Your Choices From Yesterday</th>
<th>Food and Activity</th>
<th>Tip</th>
<th>Goal (Based On a 1800 Calorie Pattern)</th>
<th>List Each Food Choice In Its Food Group*</th>
<th>Estimate Your Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical activity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Food Choices

- **Grains**
  - Make at least half your grains whole grains.
  - 6 ounce equivalents
    - 1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal
  - ____ ounce equivalents

- **Vegetables**
  - Color your plate with all kinds of great tasting veggies.
  - 2½ cups
    - Choose from dark green, orange, starchy, dry beans and peas, or other veggies.
  - ____ cups

- **Fruits**
  - Make most choices fruit, not juice.
  - 1½ cups
  - ____ cups

- **Milk**
  - Choose fat-free or lowfat most often.
  - 3 cups
    - 1 cup yogurt or 1 ½ ounces cheese = 1 cup milk
  - ____ cups

- **Meat and Beans**
  - Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.
  - 5 ounce equivalents
    - 1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ¼ cup dry beans
  - ____ ounce equivalents

- **Physical Activity**
  - Build more physical activity into your daily routine at home and school.
  - At least 60 minutes of moderate to vigorous activity a day or most days.
  - ____ minutes

**How did you do yesterday?**

- [ ] Great
- [ ] So-So
- [ ] Not So Great

**My food goal for tomorrow is:**

**My activity goal for tomorrow is:**

---

*Some foods don’t fit into any group. These “extras” may be mainly fat or sugar—limit your intake of these.*
MyPyramid for Kids – Lesson Plan #15b
Eating Out and Eating In

Estimated Lesson Time: 20-30 minutes

WCSD Content Standards:

Math:

\[5.5.1\] – I can collect, organize, display and describe simple data using a variety of graphs while using the data to draw and explain conclusions and predictions, as well as create and solve problems that involve collections while interpreting data.

\[7.8\] – I can use physical materials, diagrams and tables to represent and communicate mathematical ideas through oral, verbal and written formats.

\[7.15\] – I can use everyday language to explain thinking about strategies and solutions to mathematical problems.

\[7.16\] – I can express mathematical ideas and use them to define, compare and solve problems orally and in writing.

\[8.8\] – I can ask questions to reflect on, clarify and extend thinking.

\[8.11\] – I can determine relevant, irrelevant and/or sufficient information to solve mathematical problems, including consumer problems.

\[9.1\] – I can link new concepts to prior knowledge.

\[9.8\] – I can identify, explain and use mathematics in everyday life.

Other WCSD Standard Links:

Health:

1.5.1, 1.5.3

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Lesson 2:
Eating Out and Eating In – Go Lean With Protein

Getting Started:

- Ask several students to share what they ate for dinner yesterday. Let several students respond. Point out that many students started by naming a food that is a member of the meat and beans group – chicken, hamburger, fish.

- Tell students that these are foods that contain protein. Challenge students to list as many foods as they can from this food group.

- Did students list the plant foods that are part of this group – dry peas and beans? (black beans, chickpeas, falafel, kidney beans, lentils, lima beans, navy beans, pinto beans, soy beans, split peas, tofu, white beans) Nuts and seeds? (almonds, cashews, hazelnuts, mixed nuts, pecans, pistachios, pumpkin seeds, sesame seeds, sunflower seeds, walnuts) Peanuts and peanut butter? Point out that these foods are staples in many cultures.

- Tell students that all these foods include protein. Scientists sometimes call protein the building block for bones, muscles, cartilage, skin, and blood.

- Point out that most people get enough of these foods. One of the challenges is in choosing foods from this group that are lower in fat.
Activity: Where’s the Fat?

- Hand out the Where’s the Fat? worksheet. Tell students that it includes information about fat found in many meat and bean foods. Point out that while they probably don’t decide what their family is going to eat for dinner, students may select what they eat when their family eats out. Some of their favorite meat and bean foods may be very high in fat.
- Tell students that nearly all chain restaurants have nutrition information available. They can ask for information before they make their choice.
- Have students answer the questions at the bottom of the worksheet. Working in groups, have them list at least three ways they can make lowfat choices.

Group Activity: MyPyramid Plan

Have students visit MyPyramid.gov. Using the instructions on the site, have students determine their own MyPyramid Plan, entering their individual age, sex, and activity level. Then have them print out their own MyPyramid worksheet.

Extension Activity:

Many chain restaurants provide nutrition information for all the foods on their menus. This information is usually available online or at the restaurants. Have students collect this information from the chain restaurants where they eat.

Divide students into groups. Each group will have nutrition information from one restaurant. Have each group prepare a short presentation to the class on smart choices from that restaurant’s menu.

Lunchroom Link:

Have students review the lunch menu. Find all the protein choices, including proteins from plant foods. Encourage them to make signs that highlight the lean protein choices to advertise to other students.
**Where’s the Fat?**

**Popular Fast Foods**

<table>
<thead>
<tr>
<th>Food</th>
<th>Total Fat (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>9</td>
</tr>
<tr>
<td>Quarter-pound hamburger</td>
<td>18</td>
</tr>
<tr>
<td>Fried fish filet sandwich</td>
<td>18</td>
</tr>
<tr>
<td>Crispy fried chicken</td>
<td>23</td>
</tr>
<tr>
<td>Chicken nuggets (10 pieces)</td>
<td>24</td>
</tr>
<tr>
<td>Beef soft taco without cheese</td>
<td>8</td>
</tr>
<tr>
<td>Beef taco, regular style, without cheese</td>
<td>7</td>
</tr>
<tr>
<td>Bean burrito, no cheese</td>
<td>8</td>
</tr>
<tr>
<td>Taco salad with ground beef, no cheese</td>
<td>39</td>
</tr>
</tbody>
</table>

1. How many grams of total fat are in a quarter-pound hamburger?  

2. How many grams of total fat are in a regular hamburger?  

3. Circle the food with less fat:  
   - Taco salad OR Beef soft taco  
   - Bean burrito OR Fried fish filet sandwich  
   - Crispy fried chicken OR Hamburger  

4. List three ways you can make lowfat choices when you’re eating out.  

   1.  
   2.  
   3.  

**Name:**
Where’s the Fat? Answer Key

Popular Fast Foods

<table>
<thead>
<tr>
<th>Food</th>
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<tr>
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</tr>
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<td>39</td>
</tr>
</tbody>
</table>

1. How many grams of total fat are in a quarter-pound hamburger? Answer: 18 grams

2. How many grams of total fat are in a regular hamburger? Answer: 9 grams

3. Circle the food with less fat:
   - Taco salad OR Beef soft taco
   - Bean burrito OR Fried fish filet sandwich
   - Crispy fried chicken OR Hamburger

4. List three ways you can make lowfat choices when you’re eating out.
   1. Choose grilled (not fried)
   2. Choose the smaller size (hamburger versus the quarter-pound hamburger)
   3. Look at nutrition information provided by the restaurant before making your selection.
MyPyramid for Kids – Lesson Plan #15c

Get your Calcium-Rich Foods

Estimated Lesson Time: 20-30 minutes

WCSD Content Standards:

Science:
L.5.B.1 – I can discuss how plants and animals have structures that enable them to grow, reproduce and survive.
L.8.B.2 – I can recognize that cells grow, divide and take in nutrients which they use to provide energy for cell functions.

Math:
1.5.2 – I can generate and solve addition, subtraction, multiplication and division problems using whole numbers in practical settings.

Other WCSD Standard Links:

Math:
1.5.4, 3.6.1

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Activity: What’s on the Label?

Make the following points about the health benefits of calcium-rich foods:

- Diets that are rich in lowfat and fat-free milk and milk products help build and maintain bone mass.
- Students their age especially need to drink milk, because this is when their bone mass is being built.

Now pass out What’s on the Label? handout. Tell students that food labels give them important information about the nutritional value of the food. Discuss the following information with the students:

- Ask students to look for the words “Serving Size” on the labels. In the case of milk, the serving size is 8 fluid ounces – 1 cup.
- Next, have students find first the number of calories in a single serving of the food. Each of the first four labels is for an 8 fluid ounce glass of milk; yet they have a very different number of calories per serving. Why? Because of the fat and sugar content. Look at the calorie content for 1% chocolate milk. It is higher than the calorie content for whole milk. The extra calories come from sugar and chocolate.
- At the bottom of the food label, students will find some numbers followed by percent signs. This is where calcium is listed. Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high.

Pass out the What’s the Score? worksheet. Have students complete the chart at the top of the page, filling in numbers from the four nutrition labels for milk. Later, check students’ answers.

Next, have students use What’s on the Label? to help them complete the questions on What’s the Score? Check student answers and discuss.
Group Activity:  Taste Test

Bring in samples of fat-free, 1%, 2%, and whole milk. With a marker, label four plastic glasses A, B, C, and D. Without showing students what you are doing, pour a small amount of the four types of milk into the glasses. (Prepare one set of glasses for each student participant.)

Now have a student come up to taste each of the four milks. Describe the tastes. Rate each. Repeat with other students trying the taste test.

Later, have students talk about how they can reduce the fat they consume by switching the milk they drink. If they usually drink whole milk, they should switch gradually to 2% milk, then to 1% milk, and finally to fat-free milk.

Lunchroom Link:

Does your school have vending machines? Do they offer milk for sale? If not, perhaps your class could start a campaign to add fat-free or lowfat milk to the choices available in your school vending machines.
# What’s the Score?

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What’s on the Label?*

<table>
<thead>
<tr>
<th></th>
<th>Fat-free milk</th>
<th>1% chocolate milk</th>
<th>2% milk</th>
<th>Whole milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the serving size for this item?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is the serving size realistic? <em>(Is this how much you would normally eat/drink?)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How many total calories in one serving?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many total grams of fat in one serving?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What percent of calcium in one serving?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on this information, which type of milk offers the most calcium with the lowest fat?

________________________________________________________________________________________________

Now look at all the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? ________________________________

   How many grams of fat? ________________________________

2. Which food item on the sheet has the least calcium with the highest amount of fat?

   ____________________________________________________

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

   ____________________________________________________
Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What’s on the Label?*

<table>
<thead>
<tr>
<th></th>
<th>Fat-free milk</th>
<th>1% chocolate milk</th>
<th>2% milk</th>
<th>Whole milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the serving size for this item?</td>
<td>1 cup (8 fl oz)</td>
<td>1 cup (8 fl oz)</td>
<td>1 cup (8 fl oz)</td>
<td>1 cup (8 fl oz)</td>
</tr>
<tr>
<td>2. Is the serving size realistic? <em>(Is this how much you would normally eat/drink?)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How many calories in one serving?</td>
<td>90</td>
<td>170</td>
<td>130</td>
<td>150</td>
</tr>
<tr>
<td>4. How many total grams of fat in one serving?</td>
<td>0</td>
<td>2.5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>5. What percentage of calcium in one serving?</td>
<td>30% DV</td>
<td>30% DV</td>
<td>30% DV</td>
<td>30% DV</td>
</tr>
</tbody>
</table>

Based on this information, which type of milk offers the most calcium with the lowest fat?

*Answer: Fat-free*

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? *Answer: 50% DV*

   How many grams of fat? *Answer: 4 grams*

2. Which food item on the sheet has the least calcium with the highest amount of fat?

   *Answer: Vanilla ice cream*

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

   *Answer: Fat-free milk*
### Milk fat-free

**Nutrition Facts**  
Serving Size 8 fl oz (245g)  
Servings Per Container 8

| Amount Per Serving | Calories 90 | Calories from Fat 0%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>&lt; 5mg</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>130mg</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>12g</td>
<td>4 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>12g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>8g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.

### Milk 1%, chocolate

**Nutrition Facts**  
Serving Size 8 fl oz (245g)  
Servings Per Container 8

| Amount Per Serving | Calories 170 | Calories from Fat 45%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>2.5g</td>
<td>4 %</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>1.5g</td>
<td>8 %</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>5mg</td>
<td>2 %</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>190mg</td>
<td>8 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>29g</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>1g</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>27g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>8g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.

### Milk whole

**Nutrition Facts**  
Serving Size 8 fl oz (245g)  
Servings Per Container 8

| Amount Per Serving | Calories 150 | Calories from Fat 70%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>8g</td>
<td>12 %</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>5g</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>125mg</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>12g</td>
<td>4 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>12g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>8g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.

### Vanilla ice cream

**Nutrition Facts**  
Serving Size 1 2 cu (65g)  
Servings Per Container 14

| Amount Per Serving | Calories 140 | Calories from Fat 70%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>7g</td>
<td>11 %</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>4.5g</td>
<td>23 %</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>20mg</td>
<td></td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>40mg</td>
<td>2 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>15g</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>15g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>3g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.

### American cheese

**Nutrition Facts**  
Serving Size 1 slice (19g)  
Servings Per Container 24

| Amount Per Serving | Calories 60 | Calories from Fat 40%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>4.5g</td>
<td>%</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>2.5g</td>
<td>13 %</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>15mg</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>250mg</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>1g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>3g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.

### Fruit-flavored yogurt

**Nutrition Facts**  
Serving Size 6 ounces (170g)  
Servings Per Container 1

| Amount Per Serving | Calories 170 | Calories from Fat 15%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>1.5g</td>
<td>%</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>1g</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>10mg</td>
<td>3 %</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>125mg</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>33g</td>
<td>11 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>30g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>6g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.

### Cottage cheese

**Nutrition Facts**  
Serving Size 1 2 cu (119g)  
Servings Per Container 4

| Amount Per Serving | Calories 90 | Calories from Fat 20%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>2.5g</td>
<td>%</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>1.5g</td>
<td>%</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>15mg</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>410mg</td>
<td>1 %</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>6g</td>
<td>2 %</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>0g</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>5g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>11g</td>
<td></td>
</tr>
</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet.
Nutrition Explorations – Lesson Plan #16

The Food Groups

Estimated Lesson Time: 40 minutes (x2)

WCSD Content Standards:

Science:

L.5.B.1 – I can recognize that plants and animals have structures that enable them to grow, reproduce and survive.
L.5.C.3-4 – I can recognize that changes to an environment can be beneficial/detrimental to different organisms as well as recognize that all organisms, including humans, can cause changes in their environments.

Language Arts:

8.5.4 – I can follow multistep oral directions.
10.5.1 – I can participate in conversations/group discussions as a contributor/leader.
10.5.3 – I can share ideas, information and opinions with a group, communicating clearly.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
The Food Groups: Food Pyramid

An Educator's Reference Desk Lesson Plan

Grade Level(s): 3, 4, 5

Duration: Two 40-minute sessions

Description: In this activity, students learn about the five food groups and how to use MyPyramid as a guide for good eating.

Goals: To learn the basics of good nutrition using the MyPyramid Food Guidance System.

Objectives: The student will be able to:

1. List the 5 food groups that make up MyPyramid.
2. Explain orally and in writing the purpose of MyPyramid.
3. Define and give an example of each food group.
4. Separate a group of mixed food into the proper food groups.

Materials:

- Handouts of MyPyramid for Kids, 1 per child (See Section 1, Lesson Handouts)
- Poster of MyPyramid (See Section 1, Lesson Handouts)
- Dictionaries
- Assorted food products or pictures- e.g. candy bar, fruit, bread/pasta, tuna, carrots, milk. (Also, use Go-Fish cards from Section 1, Lesson Handouts)
- Measuring cups (optional)
- Deck of cards (optional)

Procedure:

1. Distribute a copy of MyPyramid for Kids to each student
2. Teacher will hold up a candy bar and an apple and ask students which do they think is better and healthier for their bodies.
3. Teacher will then ask the students if they ever think about what they are putting in their bodies before/while they eat something.
4. Teacher will then explain that in order to be healthy children should be eating more of certain foods and less of others.

Source:
http://www.eduref.org/cgibin/printlessons.cgi/Virtual/Lessons/Health/Nutrition
5. Teacher will then list the five categories of MyPyramid on the board. (5 food groups: grains, vegetables, fruits, milk, and meats and beans. Note: oils are not a food group, but you need some for good health.

6. Teacher will then ask six students to get a dictionary and look up each word, the definitions will then be put on the board.

7. Teacher will then provide many examples and explain why they are examples of each group.

8. Optional: Teacher will then display the MyPyramid poster located at the front of the room.

9. Teacher will explain to the class the purpose of MyPyramid and tell how many servings of each food should be eaten. Use measuring cups and deck of cards (to simulate the size of ~3 oz. of meat) for visual tools.

10. Teacher will then hold up more examples and ask what food groups they should be in, either asking if they are in a certain group, or asking what group they should be in a and why (e.g. hold up a bagel and ask if it is in the protein group and why or why not.)

11. Teacher will then restate the definitions and ask the children what they think should be added to the definition and why.

12. Optional: The students will then write each definition with two examples in their notebooks.

Assessment: Teacher will divide the class into 3 groups and give them each a box/bag/group of assorted food products; the groups will then divide the products into the correct 5 categories and list them on a separate sheet of paper.

Useful Internet Resource:
* MyPyramid for Kids @ www.mypyramid.gov / For Kids / Classroom Materials
Eat the Five Food Group Way – Lesson Plan #17

Combo Shuffle

Estimated Lesson Time: 40 minutes (x2)

WCSD Content Standards:

Language Arts:

8.5.4 – I can follow multistep oral directions.
8.6.4 – I can follow multistep oral directions.
10.5.1 – I can participate in conversations and group discussions as a contributor and leader.
10.5.3 – I can share ideas, information and opinions with a group, communicating clearly.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Eat the Five Food Group Way!®

Combo Shuffle

Synopsis:
Students work in small groups to identify Combination Foods based on their ingredients.

Activity Objectives
Students will be able to:

1. Identify Combination Foods based on their ingredients
2. Create a new Combination Food that they are willing to eat
3. Develop skills for working in small groups

Material and Advance Prep:

- Cut approximately 35 equal-size, small slips of paper or use 3x5 cards cut in half.
- Review the chart of Combination Foods below. Write the names of foods, pictured on the Eat the Five Food Group Way!® handout (and also listed below), on the slips of paper. For ease, pre-group logical foods together (or on the same sheet) to make the combinations listed below. Optional: Add additional foods as desired to give the children more food combination options.

<table>
<thead>
<tr>
<th>Combination Food</th>
<th>Milk Group</th>
<th>Meat Group</th>
<th>Vegetable Group</th>
<th>Fruit Group</th>
<th>Grain Group</th>
<th>&quot;Others&quot; Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean Burrito</td>
<td>monterey jack cheese</td>
<td>refried beans</td>
<td>lettuce, tomato</td>
<td>tortilla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peanut Butter and Jelly Sandwich</td>
<td>peanut butter</td>
<td>whole wheat bread</td>
<td>jelly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>cheddar cheese</td>
<td>beef patty</td>
<td>lettuce, tomato</td>
<td>bun</td>
<td>catsup, mustard</td>
<td></td>
</tr>
<tr>
<td>Deluxe Pizza</td>
<td>mozzarella cheese</td>
<td>sausage</td>
<td>green pepper, mushrooms, pizza sauce</td>
<td>pizza crust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese</td>
<td>American</td>
<td></td>
<td></td>
<td>bread</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source:
What to Do:

1. Write "Combination Foods" on the chalkboard. Have students speculate about what the term means. Define Combination Foods for the class. (Foods that combine two or more foods from the Five Food Groups.)
2. Write some examples of Combination Foods on the chalkboard. Have students identify ingredients in each food and the food groups to which each ingredient belongs. Ask students for examples of other Combination Foods.
3. Divide the class into teams of 3 or 4. Assign a number to each team. Teams will compete against each other to play "Combo Shuffle."
   - Pick a logical combination of foods from the bag. Write these foods on the chalkboard.
   - Let teams "buzz" for about 30 seconds to identify a Combination Food that has these three ingredients. (The food can have other ingredients as well.) If they can, also have teams create a new Combination Food. This food must be something they are willing to eat.
4. Let Team 1 have the first chance to identify a food.
   - If they succeed, they get a point. Give them another point if they created a new food that they would eat.
   - Allow other teams (in sequence) to name a different Combination Food with the same 3 ingredients and a new Combination Food. Assign a point for each food named.
5. At the end of each round, select 3 more foods from the bag. Start the next round with Team 2. Continue playing until each team has had a turn being first. Keep track of each team's points and keep a running list of the Combination Foods named on the chalkboard.

---

**Sandwich**  
- cheese

**Chef Salad**  
- swiss cheese  
- turkey, ham  
- lettuce, tomato, cucumber, carrot  
- salad dressing

**Sub Sandwich**  
- provolone cheese  
- ham, salami  
- lettuce, tomato  
- french bread  
- mayonnaise

**Sundae**  
- frozen yogurt  
- nuts  
- strawberries

---

Source:  
Foods Pictured in the Eat The Five Food Group Way!® Handout:

**Milk Group Foods**
- Milk
- Strawberry yogurt
- Pudding
- String cheese
- American cheese
- Chocolate milk

**Vegetable Group Foods**
- Lettuce
- Tomato
- Corn
- Carrots
- Broccoli
- Potato

**Fruit Group Foods**
- Apple
- Raisins
- Watermelon
- Grapes
- Orange
- Fruit cocktail

**Meat Group Foods**
- Hamburger patty
- Egg
- Tuna
- Pork chop
- Chicken
- Peanut Butter
- Tortilla

**Bread Group Foods**
- Sandwich or hamburger roll
- Bread
- Cereal
- Taco shell
- Tortilla
- Spaghetti
- Saltine crackers

Source:
Eat the Five Food Group Way!

Every day eat foods from each of the Five Food Groups.

- **Milk Group**
- **Meat Group**
- **Vegetable Group**
- **Fruit Group**
- **Grain Group**
**EAT YOUR “SUPER 19” EACH DAY**

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milk</strong> Group</td>
<td>3 servings</td>
</tr>
<tr>
<td><strong>Meat</strong> Group</td>
<td>2 servings</td>
</tr>
<tr>
<td><strong>Vegetable</strong> Group</td>
<td>5 servings</td>
</tr>
<tr>
<td><strong>Fruit</strong> Group</td>
<td>3 servings</td>
</tr>
<tr>
<td><strong>Grain</strong> Group</td>
<td>6 servings</td>
</tr>
</tbody>
</table>

**“Others”** Foods—You can eat these foods sometimes—but don’t eat them in place of Five Food Group foods!

---

*Servings are for children ages 7-13 who participate in 30-60 minutes of moderate activity daily.*
Choose Drinks that Count! – Lesson Plan #18

Estimated Lesson Time: 40 minutes

WCSD Content Standards:

Language Arts:
4.5.1 – I can use knowledge of text format, graphics, sequence, diagrams, illustrations, charts and maps to comprehend text.
4.5.4 – I can draw conclusions and make inferences about text supported by textual evidence and experience.
8.5.4 – I can follow multistep oral directions.
8.6.4 – I can follow multistep oral directions.
10.5.3 – I can share ideas, information, and opinions with a group, communicating clearly.

Math:
3.6.1 – I can estimate and convert units of measure for length, weight and capacity, within the same measurement system; identify and use relations in terms of ratio/proportion.

*Note: Highlighted Standards = Enduring/Essential or Important Standard Codes.
Choose Drinks That Count!

Target Audience
Children, ages 11 to 12

Behavior Objectives
Children who participate in this activity will:
• Select healthful drink choices
• Read and understand the nutrition facts on the label

Lesson Overview

20-MINUTE ACTIVITY!
• Children talk about the Eat Smart. Play Hard.™ poster message, Balance Your Day With Food and Play.
• Children compare the nutrient content of soda and orange juice, using the Nutrition Facts labels.
• Children discuss the amount of added sugars and calories in a soda.
• Children brainstorm drinks that Power Panther would consider to be great “power drinks.”
  • Children will receive an Eat Smart. Play Hard.™ sticker.
Materials

- Decorate the learning area with the *Balance Your Day With Food and Play* and *Grab Quick & Easy Snacks* posters.

- Copy page 10, the Nutrition Facts labels for 100% orange juice and orange soda.

- Three medium-sized, clear drinking glasses, a measuring teaspoon, about 1/2 cup of sugar, 8 fluid ounces (or 1 cup) of 100% orange juice, and a 12-ounce can of orange soda.

- Get Eat Smart. Play Hard.”™ stickers, enough for each child.

- Copy the *Fun With Food* handout for each child to take home.

The images for all of the Eat Smart. Play Hard.”™ materials (*Balance Your Day With Food and Play* and *Grab Quick & Easy Snacks* posters and Eat Smart. Play Hard.”™ stickers) are available on-line: www.fns.usda.gov/eatsmartplayhard/orderform.htm
Background Information for Leaders

Use the information below to guide your discussion on this lesson. It’s not meant to be presented directly to children.

Beverages supply water and, when selected carefully, can be a good source of other nutrients. Fluids, like water, are important for the body to function. Children need fluids every day. When they are physically active, they need to replace the fluids lost from sweating.

Drinks supply different amounts of nutrients and calories:

- Some drinks provide more nutrients than others. Milk has calcium, protein, vitamin D, and other nutrients. One hundred percent orange juice and other 100% juices provide calories and several vitamins, such as vitamins A and C, and minerals such as potassium.
- Soda and other sweetened drinks contain water, added sugars, and calories, but little else. Fruit-flavored sodas and waters may have a lot of added sugar without the nutrients found in 100% fruit juice.
- Juice drinks such as fruit punches are often just 10% juice and not as nutritious as 100% juice.
- To maintain body weight in a healthy range, calories from food and drinks should equal calories burned.

Smart advice for making drink choices:

- Encourage children to drink water, especially when they are physically active.
- Drink beverages such as fat-free or low-fat milk and 100% fruit and vegetable juices that have nutrients needed to stay healthy.
- Children 9 years of age and older should consume 3 cups per day of fat-free or low-fat milk or an equivalent amount of milk products, such as cheese, cottage cheese, and yogurt.
- Choose drinks with little added sugars.
Teaching Activities

1. Refer to the poster, *Balance Your Day With Food and Play*.
   - *Ask* the children what message they think Power Panther wants them to get from the poster. [Answers might include: to eat smart healthful, which includes making food and drink choices, to move more every day, be physically active to burn up the calories in the foods and drinks you consume.]
   - *Point out* that some drinks can be better for you such as 100% fruit juice and milk.
   - *Ask* why it is important to make smart drink choices. [Answers might include: healthy drinks give you the nutrients you need to feel good and play hard.]
   - *Ask* what drinks would be smart choices. [Answers might include: 100% fruit or vegetable juice, fat-free or low-fat milk, fruit smoothie.]

Refer to the “Background Information for Leaders” to guide your discussion.

2. Pour 8 fluid ounces (1 cup) of 100% orange juice and 8 ounces (1 cup) of orange soda into two separate glasses.
   - *Say:* You have two drinks to choose from: 1 cup of 100% orange juice or 1 cup of orange soda.
   - *Ask:* Which do you think is the smart drink choice? Why?
   - *Say:* Let’s find out more about the nutrition in these two drinks.

3. Use Nutrition Facts labels ... help kids compare the calories and nutrients in 100% orange juice and orange soda.
   - *Say:* The Nutrition Facts on food labels can help you identify the nutrients in drinks so you can make smart drink choices.

4. Give each child: Handout of Nutrition Facts labels for 100% orange juice and orange soda.
   - *Say:* Using the Nutrition Facts labels for 100% orange juice and orange soda, look at the calories in each drink. Make sure the two drinks are based on the same serving sizes (1 cup—8 fluid ounces). Which has fewer calories? Which has the most vitamin C? What drink is the better choice to help you to grow and play? Why?
   - *Explain:* That 100% orange juice naturally contains sugar, while soda has sugar added.
5. How much sugar is in a 12-ounce can of orange soda?

— **Say:** Let’s see how much sugar is added to a can of orange soda. Have someone measure:
  — 3 teaspoons of table sugar into a clear glass. Ask: do you think that 12 ounces of orange soda has this much sugar? [Answer: No.]
  — Add 3 more teaspoons of table sugar to the glass to total 6 teaspoons. Ask: Do you think that 12 ounces of orange soda has this much sugar? [Answer: No.]
  — Add 3 more teaspoons of table sugar to the glass to total 9 teaspoons. Ask: Do you think that 12 ounces of orange soda has this much sugar? [Answer: No.]
  — Add 3 more teaspoons of table sugar to the glass to total 12 teaspoons.

— **Ask:** Do you think that 12 ounces of orange soda has this much sugar? [Answer: Yes.]

— **Say:** A 12-ounce can of orange soda contains about 12 teaspoons of table sugar.

— **Ask:** How much added sugar is in a 20-ounce bottle of orange soda? [Answer: about 20 teaspoons added sugar.]

6. **Conclude the lesson** by having the children brainstorm drinks that Power Panther would consider to be great “power drinks.”

— **Give each child** an Eat Smart. Play Hard™ Power Panther sticker at the end of this lesson.

— If time allows, offer a sample of orange juice to each child.
Extra Activities

If you have more than 20 minutes, these are some extra activities you might do.

- **Line Up and Compare.** Bring in drink packages or containers, or ask children to bring in some. Use the information on the Nutrition Facts labels and have students arrange the drinks three different times from highest to lowest in: calories, calcium, and vitamin C. Make sure the drinks are based on the same serving sizes (1 cup—8 fluid ounces).

- **Graph It Up!**... Encourage children to practice their math skills. Have them use the Nutrition Facts labels for drinks from *The Power of Choice* to make bar graphs, showing and comparing the nutrition in their own favorite beverage choices. Remind them to label each graph with the name of the drink and serving size! Be sure each product is using the same serving sizes or instruct on how to perform math conversions.

- **Get Creative! Promote Power Drinks.** Have kids share the “Make Drinks Count” message with their friends. Come up with lively quotes or slogans for Power Panther, or design posters, flyers, or a banner promoting healthful drinks. Display what they create next to vending machines, concession stands, or other places where children make drink choices.
### 100% Orange Juice

**Nutrition Facts**

Serving Size: 8 fl oz (249g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>%Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>110</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>0mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>26g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>22g</td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet.

### Orange Soda

**Nutrition Facts**

Serving Size: 8 fl oz (240g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>%Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>120</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>35mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>32g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>32g</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet.
Grades 5 & 6: Classroom Nutrition Activities and Source Links*

A. American Heart Association: For Kids Worksheets
   1) What's in Foods?
   2) Rate That Snack!
   Source: [http://www.americanheart.org/presenter.jhtml?identifier=3028650#k2](http://www.americanheart.org/presenter.jhtml?identifier=3028650#k2)

B. USDA Team Nutrition: Eat Smart with MyPyramid for Kids Activity Book
   1) MyPyramid Crossword Puzzle and Answer Page (page 15 and 35, or 17 and 37 of 40 on pdf. file)
   2) Word Scramble-WHOLE GRAINS and Answer page (page 17 and 35, or 21 and 37 of 40 on pdf. file)
   3) Have Fun With Fruits and Vegetables and Answer page (page 21 and 36, or 23 and 38 of 40 on pdf. file)
   4) Test your MILK GROUP IQ and Answer page (page 22 and 36, or 24 and 38 of 40 on pdf. file)
   5) Where Are the Milk Group Foods? and Answer page (page 23 and 36, or 25 and 38 of 40 on pdf. file)

C. USDA: Team Nutrition Fun Nutrition Activities for the Family booklet
   1) Learning About Food Groups activity and Answer page (Page 7 and 17, or 9 and 19 of 20 on pdf. file)
   2) Eat More Vegetables and Fruits activity and Answer page (page 9 and 17, or 11 and 19 of 20 on pdf. file)
   3) Keep A Healthy Weight activity and Answer page (page 13 and 17, or 15 and 19 of 20 on pdf. file)

D. Iowa Department of Public Health: Pick a Better Snack and Act Lessons
   1) April Activity, Grade 4-5: The Choices are Yours! and solution (page 6 and 7)
   2) May Activity, Grade 4-5: Strawberry Math and Answer Key (page 5 and 6, or 10 and 11 of 23 on pdf. file)
   Source: [http://www.idph.state.ia.us/pickabettersnack/pabs_lessons.asp#april](http://www.idph.state.ia.us/pickabettersnack/pabs_lessons.asp#april)
Grades 5 & 6: Classroom Nutrition Activities and Source Links* (continued)

E. Dole Food Company 5 A Day: *There’s a Rainbow on my Plate* Activity Book
   1) *Red Fruits Word Search* and Answers

F. USDA: *Eat Smart and Play Hard* Activity Sheets
   1) *Pack your Snacks & Go*
      Order at:
What’s in Foods?

Read the information about nutrients in foods.

**Lean Meat, Poultry, & Fish**
Proteins, B Vitamins, Iron,
Other Minerals

**Vegetables & Fruits**
Carbohydrates, Vitamins—especially A and C, Minerals, Fiber
(also low in fat, calories, and sodium; no cholesterol)

**Fat-free & Low-fat Milk Products**
Proteins, Calcium,
Phosphorus, Niacin,
Riboflavin, Vitamins A and D

**Breads, Cereals, Pasta, & Starchy Vegetables**
Carbohydrates, B Vitamins, Iron, Fiber
(also low in fat and cholesterol)

Rate That Snack!
(Snack Questionnaire)

Fill in the chart for each snack you eat over three days.

<table>
<thead>
<tr>
<th>Snack</th>
<th>Where You Ate It</th>
<th>Why You Ate It</th>
<th>Nutrients In It</th>
<th>Other Comments</th>
<th>Snacktime Rating ♥</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

♥ Snacktime Ratings: ♥♥♥ contains nutrients; doesn’t contain much fat or sugar
♥♥ contains nutrients; also contains fats and/or sugar
♥ doesn’t contain many nutrients; contains fats and/or sugar
MyPyramid Crossword Puzzle

Use the words from MyPyramid to help you complete this puzzle.

Across
1. Use the My ________ as a guide.
3. Apples, oranges, and bananas fit into this food group.
6. This sweet, smooth food comes in many different flavors and is a great way to get calcium for your bones.
8. ________ are an orange vegetable.
9. Try fat-free or low ________ foods when you can.
10. Use whole-grain ________ for your sandwiches.
12. Cheddar, swiss, mozzarella, monterey jack are examples.
15. Fits into the grains group of MyPyramid. Goes great with stir-fry.
16. MyPyramid is a ________ to help you eat a variety of foods for a healthy body.
18. Spaghetti is a type of ________.

Down
1. Chicken and turkey are examples of ________.
2. Drink lowfat ________ to help your body grow healthy and strong.
3. Eat a variety of ________ from all of the groups.
4. Broccoli and green beans are examples of a ________.
5. These are a great source of protein and can be mixed with cereal and dried fruit for an "on-the-go" snack.
7. Pinto, kidney, black, refried – there are lots of different kinds and they can be eaten lots of different ways.
11. Vegetable or olive ________ are often used for cooking and are part of a healthful diet.
12. This makes a quick and easy "ready-to-eat" breakfast with fruit and milk.
13. You can hard-boil, scramble, fry, or poach these, or eat them as an omelet. How do you like your ________?
14. Salmon and trout are examples of ________.
17. Lean ________ is an excellent source of protein, iron, and zinc.

Answers on page 35.
WORD SCRAMBLE—WHOLE GRAINS

Grab Some Grains!
Unscramble the words and place the correct spelling in the boxes. Copy the letters from the numbered boxes into the boxes at the bottom of the page with the same number to decode the hidden message.

NRAB

PCNROPO

NRBOW ICER

LEISUM

EKAWTBHCU

HOEWL TEWAH ABDER

TEAMALO

LEWOH NIAGR YABELR

See page 35 for answers.
Answer page

Learning the Lessons of MyPyramid—page 12
It’s good to eat foods that are mainly at the BOTTOM of the Pyramid.
I will try to eat LESS from the top of the Pyramid.

Crack the Secret Code—page 13
1. Eat more FRUITS, VEGETABLES and whole grains.
2. Eat lower FAT foods more often.
3. Get your CALCIUM–rich FOODS.
4. Be PHYSICALLY ACTIVE

MyPyramid Crossword puzzle—page 15

Word Scramble—page 19

<table>
<thead>
<tr>
<th>NRAB</th>
<th>bran</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCNROPO</td>
<td>popcorn</td>
</tr>
<tr>
<td>NRBOW ICER</td>
<td>brown rice</td>
</tr>
<tr>
<td>LEISUM</td>
<td>wu esli</td>
</tr>
<tr>
<td>EKAWTBCU</td>
<td>buckwheat</td>
</tr>
<tr>
<td>HOEWL TEWAH</td>
<td>whole wheat bread</td>
</tr>
<tr>
<td>TEAMALO</td>
<td>oatmeal</td>
</tr>
<tr>
<td>LEWOH NIAFYABELR</td>
<td>whole grain barley</td>
</tr>
</tbody>
</table>

Parents and Kid’s Page
Have Fun With Fruits and Vegetables

Find the hidden fruits and vegetables in the puzzle. Words can read up, down or across, from left to right or right to left.

Find:

Apple
Banana
Broccoli
Carrots
Celery
Eggplant
Grapes
Kiwi
Orange
Papaya
Pear
Peas
Squash
Yams

Answers on page 36

Fruit and Vegetable Goals

Name a fruit you would like to try:

__________________________

__________________________

How will you eat this fruit? (On cereal, as a snack, for dessert, with dinner or on pancakes.)

__________________________

__________________________

Name a vegetable you would like to try:

__________________________

__________________________

How will you eat this vegetable? (As a snack, with dip, or for lunch.)

__________________________

__________________________
TEST YOUR MILK GROUP IQ

Consuming fat-free and lowfat milk and milk products provides health benefits—people who have a diet rich in milk and milk products can reduce the risk of low bone mass. Foods in the milk group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, and protein. Fortified milk also provides vitamin D.

True or False:

1. True or False: You need foods from the milk group throughout your life, not just when you’re young.

2. True or False: A diet low in milk products may increase your risk of osteoporosis and hypertension.

3. True or False: Supplements are the best way to get the calcium you need each day.

4. True or False: Adults need 3 cups of lowfat, or fat-free milk, or their equivalent, each day.

5. True or False: If you aren’t getting enough calcium from your diet, your body will take what it needs from your muscles.

6. True or False: Fat-free milk has less calcium than regular whole milk.

7. True or False: Calcium-fortified beverages like orange juice and soy beverages are in the milk group, too.

8. True or False: If you are lactose intolerant, you can’t consume any milk products.

9. True or False: Most of your bone mass is achieved by age 20.

Have Problems with Milk?
If you are lactose intolerant, the following tips may be helpful:

- Drinking milk with other foods, rather than on an empty stomach, may help.

- You may also want to try lactose-reduced or lactose-free milk found in the dairy case in most supermarkets.

- Add lactase enzyme drops to regular milk to make it easier to digest, or look for dairy digestive supplements (lactase caplets) at your drugstore.

- Talk to your physician first—what you think is lactose intolerance could be something else.

Answers on page 36
There are 22 foods from the milk group hidden in this picture. Can you find them all?

Getting your milk group foods is as easy as breakfast, lunch, and dinner! Start your day off with a bowl of your favorite cereal with a cup of milk. Munch sticks of string cheese at lunch. For a snack, have a cup of lowfat yogurt. Yum!

There are 22 foods from the milk group hidden in this picture. Can you find them all?

Milk It!
Try mixing it with milk for a dairy-licious drink! Stir in your favorite flavor like chocolate or strawberry. Or, mix up lowfat milk with fat-free pudding and add your favorite fruits for an extra kick!

Where Are the Milk Group Foods?

WHERE ARE THE MILK GROUP FOODS?

“MOOS” YOU CAN USE

Getting your milk group foods is as easy as breakfast, lunch, and dinner! Start your day off with a bowl of your favorite cereal with a cup of milk. Munch sticks of string cheese at lunch. For a snack, have a cup of lowfat yogurt. Yum!

DID YOU KNOW?

Being strong isn’t just about having big muscles… you have to have strong bones, too! Two out of three kids aren’t getting the calcium they need.

Milk It!
Try mixing it with milk for a dairy-licious drink! Stir in your favorite flavor like chocolate or strawberry. Or, mix up lowfat milk with fat-free pudding and add your favorite fruits for an extra kick!

Answers on page 36

Test Your Milk Group IQ—page 22

Answers:
1. True. You need milk group foods throughout your life. For adults 3 cups of lowfat or fat-free milk or the equivalent in yogurt or cheese each day is recommended.

2. True. You can reduce your risk for osteoporosis and help keep your blood pressure in check by being sure you get enough foods from the milk group.

3. False. Milk and milk products provide your body with calcium and other nutrients as well. Always try to get your nutrition from foods first.

4. True. All adults aged 19 and older need to have 3 cups of milk, or the equivalent in yogurt or cheese each day. (1 c. of milk or yogurt = 1 oz. natural cheese or 2 oz. processed cheese)

5. False. If you do not get enough calcium, your body will take it from your bones. Over time these losses can increase your risk for osteoporosis, a bone-crippling disease.

6. False. Fat-free (skim) milk has about the same amount of calcium as whole or lowfat milk.

7. False. Calcium-fortified foods and beverages such as soy beverages or orange juice may provide calcium, but may not provide the other nutrients found in milk and milk products.

8. False. For those who are lactose intolerant, lactose-free and lower-lactose products are available. These include hard cheeses and yogurt. Also, enzyme preparations can be added to milk to lower the lactose content.

9. True. Research shows that 90 percent of maximum bone mass is achieved by age 20. That’s why it is so important for children to get adequate calcium.

Where Are the Milk Group Foods? page 23

Grab a Drink page 24

1. Fruit punch drink, Sports drink, Water, Cola, Diet cola

2. Lowfat 1% milk, Chocolate 1% milk

3. Lowfat 1% milk

4. Fruit punch drink, Sports drink, Cola
Learning About Food Groups

Figure out the foods. Then in the space provided, write which food group each is from.

<table>
<thead>
<tr>
<th>Food Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Food</td>
</tr>
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<td>Food</td>
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<tr>
<td>Food</td>
</tr>
<tr>
<td>Food</td>
</tr>
</tbody>
</table>

See page 17 for answers.
Vegetables and fruits are delicious and nutritious. Many are rich in vitamins and minerals. Most are naturally low in fat and are good sources of fiber. Can you find these 14 hidden fruits and vegetables?

Find: squash, apple, yams, orange, celery, banana, broccoli, pear, peas, grapes, eggplant, kiwi, carrots, and prunes. The words can read up, down, or across from left to right or right to left!

See page 17 for answers.
Kids need calories to grow and develop. Too many calories, too little activity, or both may be the reasons we gain weight. Below are some simple tips to help you keep your weight healthy. Use this code to find the missing words.

**CODE** 1=L, 2=E, 3=S, 4=O, 5=W, 6=Y, 7=A, 8=K, 9=I, 10=P, 11=C, 12=T, 13=V

1. Remember: calories come from most all the food and drink you ______ ______ ______ ______ ______ ______.

2. Use ______ ______ ______ ______ fats, oils, and sweets.

3. Eat ______ ______ ______ ______ ______ ______. This will help you feel full without overeating.

4. Don’t ______ ______ ______ ______ meals.

5. Include lean or low fat foods from ______ ______ ______ the food groups: fruits; vegetables; breads and cereals; meat, poultry, fish; milk and milk products.

6. Be more ______ ______ ______ ______ ______ ______.
Answers

Page 3
1. cereal, bread, pasta
2. cherries, pineapple, pear
3. lettuce, potato, carrot
4. grain group

Page 5
Bread Group – bread, cereal, cereal, rice, pasta
Vegetable Group – vegetables, juice
Fruit Group – apple, banana, orange, fruit, fruit
Milk Group – yogurt, cheese
Meat Group – poultry, fish, beans, peanut butter

Page 7
1. Spinach – vegetable group
2. Lowfat ice cream – milk group
3. Tomatoes – vegetable group
4. Poultry – meat group
5. Milk – milk group
6. Pancakes – bread group
7. Pineapple – fruit group
8. Cherries – fruit group

Page 9
B F S E S E N U R P
R C Q L S R P E A R
O H U P B A N A N A
C P A P Y R E L E C
C S S A Y A M S T E
O A H E G N A R O K
L E C A R R O T S I
I P G R A P E S K W
B E G G P L A N T I

Page 13
1. Swallow
2. Less
3. Slowly
4. Skip
5. All
6. Active
The Choices are Yours!

Small steps add up! What can you do to be your best? Check (√) them off. Add your own!

To PLAY HARD, I can…

☐ Watch TV less often.
☐ Find some active fun to do with my friends after school.
☐ Help my family with chores.
☐ Dance or walk to relieve stress.
☐ Walk while I talk on the phone.
☐ Play computer games less often.
☐ Go out for a community or school sport.
☐ Walk, bike, or roller-blade to the store, school, or a friend’s house.

To EAT SMART, I can…

☐ Eat breakfast.
☐ Drink juice, milk, or water when I’m thirsty—maybe with fast food.
☐ Use food labels to pick snacks with less fat and less sugar.
☐ Drink milk with lunch or supper.
☐ Order regular-size fast foods.
☐ Compare my usual amounts to serving sizes on food labels, so I don’t overeat.
☐ Take fruit in my backpack to snack on when I’m hungry.
☐ Try a new vegetable this week.
☐ Eat slowly; stop when I’m full.
☐ Ask my family to buy healthful snacks, such as fruits and veggies.

Word Scramble

Unscramble these fruit and veggie snacks. Try to find them in your store. Better yet, buy ‘em and taste ‘em!

WIKI FUIRT

PAAPYA

CAAJIM

HUCZINCI

NOAMG

EDR REPEPP

Word Bank - Jicama, Kiwi Fruit, Mango, Papaya, Red Pepper, Zucchini

To make healthy choices, I can…

Three new foods to try:

Three things to Play Hard:

Three things to Eat Smart:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

April Activity – Grade 4-5

EAT SMART. PLAY HARD.
Word Scramble Solution

WIKI FUIRT  KIWI  FRUIT
PAAPYA  PAPAYA
CAAJIM  JICAMA
HUCZINCI  ZUCCHINI
NOAMG  MANGO
EDR REPEPP  RED  PEPPER
May Activity – Grade 4-5

FOCUS ON FRUITS

Name: __________________________

1. If one strawberry has 200 seeds, how many seeds are on 5 strawberries?
   __________

   How many seeds are on 9 strawberries?
   __________

2. If 12% of all strawberries at the supermarket are grown outside of California, what percent is grown in California?
   __________

3. If one tray of strawberries weighs 11 pounds, (a) how many pounds do 20 trays weigh?
   __________

   (b) how many pounds does ½ a tray weigh?
   __________

4. Each acre produces an average of 21 tons of strawberries. If a strawberry farmer needs to grow 80 tons of strawberries, how many acres does he/she need to plant?
   __________

5. If there are 30 strawberries in a pound and you need to feed 10 friends 9 strawberries each, how many pounds of strawberries do you need to buy?
   __________
Strawberry Math
Answer Key

1. If one strawberry has 200 seeds, how many seeds are on 5 strawberries?
   __1000__

2. If 12% of all strawberries at the supermarket are grown outside of California, what percent is grown in California?
   __88%__

3. If one tray of strawberries weighs 11 pounds,
   (a) how many pounds do 20 trays weigh?
   __220 pounds__
   (b) how many pounds does ½ a tray weigh?
   __5½ pounds__

4. Each acre produces an average of 21 tons of strawberries. If a strawberry farmer needs to grow 80 tons of strawberries, how many acres does he/she need to plant?
   __4 acres__

5. If there are 30 strawberries in a pound and you need to feed 10 friends 9 strawberries each, how many pounds of strawberries do you need to buy?
   __3 pounds__

Adapted from the California Strawberry Commission
Red Fruits Word Search

Can you find the names of the ten red fruits hidden in this word search puzzle?

Here is a list of the hidden words. Search up, down, left, right, and diagonally to find the names of the ten hidden red fruits.

Blood Oranges  Raspberries
Cherries      Red Apples
Cranberries   Red Grapes
Pink Grapefruit Strawberries
Pomegranates  Watermelon

Find more activity sheets at www.dole5aday.com.
Red Fruits Word Search

Can you find the names of the ten red fruits hidden in this word search puzzle?

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Blood Oranges
Cherries
Cranberries
Pink Grapefruit
Pomegranates
Raspberries
Red Apples
Red Grapes
Strawberries
Watermelon

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Pack Your Snacks & Go!

I spend lots of time on the go! I carry snacks for energy to keep me moving. Planning ahead makes eating healthy easy!

Snacking with Power Panther™

Fill in the missing letters. Use the clues below to find some of Power Panther’s™ favorite travel snacks.

Down:
1. Fruit that grows on a vine and rhymes with “apes.”
2. A long, green vegetable that begins with “c” and the end rhymes with “see.”
3. Fruit that grows on a tree and is as juicy as can be.

Across:
4. Food made from milk and begins with “Yog.”
5. A type of cookie whose name begins with “gra” and tastes great with milk.
6. These orange vegetables grow underground and when eaten make a crunchy sound.

Tip: Pack carrots, nuts, or dried fruits for a snack at school or play.

Funnies
Q: Why did the orange stop in the middle of the road?

Funnies Answer: Because he ran out of juice!

Snack Mix

You need energy to keep you moving. Try this recipe to help you get the energy you need to MOVE!

You need:
- 1 cup mini pretzels
- 1 cup raisins
- 1 cup of nuts (your choice)
- 1/2 cup sunflower seeds

Mix ingredients together.

Makes twelve 1/4 cup servings. ENJOY!

Store in airtight container.

www.fns.usda.gov/eatsmartplayhard
For Parents
Parents...Get Straight A’s With a Healthy Breakfast

Your child’s Attention, Attendance and Academic Achievement improve with breakfast

DID YOU KNOW?
- Breakfast is the most important meal of the day.
- Any child who skips or does not have access to breakfast can suffer learning and health problems.
- Children tend to copy eating habits of other family members, so setting an example of healthy food choices is important.

The proven benefits of breakfast for your child include:
- Better overall nutrition and healthy body weight
- Fewer absences and reduced tardiness
- Higher scores on achievement tests

Quick and easy ideas for breakfast...

| Cereal and low-fat milk | Toasted bagel with cream cheese | Toast with peanut butter | Fruit smoothie (blend fruit with milk or yogurt) | Cereal bar with fruit and a yogurt | Hard-cooked egg and whole-grain toast |

Visit www.mealsmatter.org for FREE tips, interactive nutrition assessment tools, easy-to-prepare recipes, meal suggestions and more.

© Dairy Council of California 2005
Review USDA’s MyPyramid to help your family make breakfast a priority and meet your nutrient needs.

How much does your child need from each of the food groups every day?

<table>
<thead>
<tr>
<th>Age</th>
<th>Milk</th>
<th>Fruits</th>
<th>Vegetables</th>
<th>Grains</th>
<th>Meats &amp; Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-8</td>
<td>2 cups</td>
<td>1-1½ cups</td>
<td>1-2 cups</td>
<td>3-5 ounces</td>
<td>2-5 ounces</td>
</tr>
<tr>
<td>9-11</td>
<td>3 cups</td>
<td>1½ - 2 cups</td>
<td>1½ cups – 2½ cups</td>
<td>5-6 ounces</td>
<td>4-5 ½ ounces</td>
</tr>
</tbody>
</table>

Serve a breakfast that includes a good source of protein such as cheese, egg, milk or peanut butter. Serve two other food groups to fill in the rest of the meal such as whole-grain toast or cereal with fruit.

Visit www.mealsmatter.org for FREE tips, interactive nutrition assessment tools, easy-to-prepare recipes, meal suggestions and more.

© Dairy Council of California 2005

Healthy breakfast foods:

Make half your grains whole. Choose whole-grain foods often, such as oatmeal or whole-wheat bread, bagels or cereal.

Get your calcium-rich foods. To build strong bones choose low-fat or fat-free milk, and cheese or yogurt for breakfast.

Focus on fruits. Eat them at breakfast on top of cereal or add them to a yogurt smoothie.

Go lean with protein. Add peanut butter to toast or try a “breakfast” bean and cheese burrito.
Los niños que desayunan aprenden mejor. Desayunar elimina los síntomas del hambre como sentirse cansado, adormilado, con dolor de cabeza o de mal humor.

¿Sabía usted que...?
- El desayuno es la comida más importante del día.
- Se puede presentar deterioro en la salud y la capacidad de aprender de los niños que no desayunan o no tienen acceso a un desayuno.
- Los niños tienden a copiar los hábitos alimenticios de otros miembros de la familia, de ahí la importancia de ponerles un buen ejemplo seleccionando alimentos saludables.

Los beneficios comprobados del desayuno para su hijo incluyen:
- Mejor nutrición y peso saludable
- Menos faltas y retardos en la escuela
- Mejores resultados en pruebas de aprovechamiento

Consejos Prácticos para Padres Ocupados
- **Comience bien el día.** Asegúrese de que su hijo tenga tiempo para desayunar en la casa o que aproveche el Programa Escolar de Desayuno si su escuela lo ofrece. Las comidas escolares no son sólo convenientes, sino una opción saludable y de bajo costo.
- **Haga desayunos sencillos.** Mantenga en casa alimentos que se puedan combinar y preparar fácilmente en la mañana: cereal, leche, pan tostado o roscas baguel, queso, fruta y yogurt.
- **Únase a su hijo para desayunar.** Siempre que pueda, tómese tiempo para compartir el desayuno con su hijo y modelar así este buen hábito.

Ideas rápidas y fáciles para el desayuno...

- Cereal y leche baja en grasa
- Rosca baguel tostada con queso crema
- Pan tostado con mantequilla de cacahuate
- Licuado de frutas (liche fruta con leche o yogurt)
- Barrita de cereal con fruta y yogurt
- Huevo cocido y pan integral tostado

Visite meals matter™ para obtener GRATIS consejos, herramientas interactivas para evaluar su nutrición, recetas fáciles de preparar, recomendación de comidas y más.
Analice la pirámide alimenticia de USDA “MyPyramid”, para ayudar a su familia a hacer del desayuno una prioridad y cubrir sus necesidades nutricionales.

¿Qué cantidad necesita su hijo de cada uno de los grupos alimenticios?

<table>
<thead>
<tr>
<th>Edad</th>
<th>Lácteos</th>
<th>Frutas</th>
<th>Verduras</th>
<th>Granos</th>
<th>Carne y Frijoles</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-8</td>
<td>2 tazas</td>
<td>1-1½ tazas</td>
<td>1-2 tazas</td>
<td>3-5 onzas</td>
<td>2-5 onzas</td>
</tr>
<tr>
<td>9-11</td>
<td>3 tazas</td>
<td>1½ - 2 tazas</td>
<td>1½ tazas – 2½ tazas</td>
<td>5-6 onzas</td>
<td>4-5 ½ onzas</td>
</tr>
</tbody>
</table>

Sirva un desayuno que incluya una buena fuente de proteína tal como el queso, los huevos, la leche o la crema de cacahuate. Acompáñelo con otros dos grupos alimenticios para completar la comida, como pan tostado integral o cereal con frutas.

Alimentos saludables para el desayuno:

Procure que la mitad de los granos que consume sean enteros. Elija granos enteros con tanta frecuencia como le sea posible, tales como avena, o pan, rosca, bagel o cereal integrales.

Incluya alimentos ricos en calcio. Para que sus huesos estén fuertes, elija leche baja en grasa, y queso o yogurt para el desayuno.

Enfóquese en las frutas. Sirvalas en el desayuno con su cereal o añádálas al yogurt o en un licuado.

Adelgace comiendo proteína. Añada crema de cacahuate a su pan tostado o pruebe un burrito de frijoles y queso para desayunar.

Visite [www.mealsmatter.org](http://www.mealsmatter.org) para obtener GRATIS consejos, herramientas interactivas para evaluar su nutrición, recetas fáciles de preparar, recomendación de comidas y más.

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What Is Your **MyPyramid** Style?

<table>
<thead>
<tr>
<th></th>
<th>Frequently (6 or more times a week)</th>
<th>Sometimes (3-5 times a week)</th>
<th>Rarely (1-2 times a week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Our family eats dinner together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>My children watch TV in their bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I give my children sweet snacks as a reward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I eat a dark green or orange vegetable daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My family eats whole grain breads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I am physically active with my children (go for walks, swim, bike, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I drink soda, sport drinks or other sugary drinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I get enough from the milk group each day (For adults that is 3 cups from the milk group each day.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See page 34 to score your answers.
Rate your MyPyramid Style—page 1

Calculate your score:

1. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
2. Frequently = 1 point, Sometimes = 2 points, Rarely = 3 points.
3. Frequently = 1 point, Sometimes = 2 points, Rarely = 3 points.
4. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
5. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
6. Frequently = 3 points, Sometimes = 2 points, Rarely = 3 points.
7. Frequently = 1 point, Sometimes = 2 points, Rarely = 1 point.
8. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.

Your total Score_______ Find your score below and identify your own style.

20-24—Role Model Extraordinaire. You always think about your health and the health of your family. Although it may be challenging, you always try to eat healthy foods, be physically active, and be a positive role model for your children. This booklet will give you ideas for continuing on the path to good health.

16-19—Silver Medal Parent. You know what you should be doing for good health, and most of the time you succeed, but you find it challenging to always do the right thing. This booklet will give you some good ideas for making positive changes.

12-15—Thinker Parent. Sometimes you are very proud of the steps you take toward good health, but then there are times when you think about what you could do, but something gets in the way of actually doing it. This booklet will give you simple steps to move you closer to the goal of good health for your entire family.

8-11—Overwhelmed Parent. Maybe there are other major things going on in your life right now, and you can’t focus on nutrition and physical activity. That happens to everyone. Take a few minutes to read through this booklet and play the activities with your child. You’ll have fun, and learn some simple things you can do right now to improve your health.

MyPyramid Maze—page 10

Eat Smart with MyPyramid for Kids—page 11
Congratulations!

has tried two bites of a new food
and is a member of the

Two Bite Club

Signature of parent
Being a Healthy Eating Role Model

Parents are the most important influence in children's lives. Children watch and imitate adults, and look to them to learn proper behavior. Just as children pick up positive habits—saying please and thank you—they can also pick up attitudes about food.

As role models, parents need to monitor their own behavior so that their children acquire healthy attitudes toward eating.

Children learn by example

To get a sense of how your attitude might influence your children, examine your own behavior.

- Do you snack all day long?
- Do you eat in front of the TV?
- Do you eat whenever you are bored or under stress?
- Do you eat dessert at every meal?
- Do you skip breakfast?
- Do you have sodas rather than milk with your meals?
- Do you diet all the time and have a fear of food?

If you answered "yes" to more than a few of these questions, you are likely sending unhealthy messages to your child about food.

If you are eating poorly or skipping meals, your child is going to pick up on it. If you're anxious and unable to manage your own eating, you may pass that on to your child.

Establishing healthy habits can be very difficult for children who receive mixed messages. They won't perceive healthy eating as important if it is not something that they see you doing.

Positive and negative comments influence children's attitudes about foods. Remarks about guilt associated with eating certain foods or bemoaning the lack of time for meals will all be remembered by your child. What you do will make more of an impact than what you say.

Modeling healthy eating supports the development of healthy behaviors in children. And, there is no stronger message for the importance of healthy habits. For example, research shows that young girls are more likely to drink milk if their moms drink milk - milk contains calcium, an important nutrient for bone growth and development.

continued...
Setting a good example

In order to model good eating habits, parents should eat and prepare food with their children on a regular basis. Family meals are the ideal opportunity to demonstrate healthy eating behaviors and to reinforce good habits. Pleasant memories of making meals and sharing them at home are the start of family traditions that your children will carry through life.

Studies also indicate that meals eaten at home are often more balanced and lower in empty calories.

Tips for parents

Actions speak louder than words, so it unlikely that words will have much impact on your child’s eating habits unless you practice what you preach.

Here are a few good habits to model for your children:

- Never skip meals - especially breakfast
- Take moderate portions
- Try new foods - but don’t force your children to try them
- Turn the TV off while you are eating
- Limit junk food in the house
- Drink water and milk instead of soda
- Learn new strategies for managing stress that do not include eating
- Eat fruit for dessert
- Include vegetables and fruits with meals and snacks

While it is unrealistic to expect any parent to be a perfect role model, trying your best to demonstrate good eating habits will positively influence your child. “Do as I say and not as I do” simply does not work. Eating a variety of foods will teach your children healthy eating habits that they can follow for the rest of their lives. And it is likely to improve your health as well.

For additional tips on planning healthy meals and snacks for your family, visit Meals Matter: www.mealsmatter.org, our FREE menu planning website.
¡Noticias prácticas para su vida!
Alimentación: La importancia de poner el buen ejemplo

No hay nadie que influya más a un niño que sus padres. Los niños observan e imitan a los adultos y de ellos aprenden los nuevos comportamientos. Igual que los niños copian hábitos positivos como pedir las cosas por favor y dar las gracias, también pueden adaptar a su vida actitudes alimenticias positivas.

Dado que son un modelo para los hijos, es importante que los padres analicen su comportamiento alimenticio para asegurarse de que están poniendo un buen ejemplo.

Los niños aprenden por el ejemplo

Para tener una idea de cómo su actitud puede influenciar a sus hijos, piense en lo siguiente sobre su persona:
• ¿Se la pasa todo el día botaneando?
• ¿Come mientras ve la televisión?
• ¿Acostumbra comer algo como un escape a las presiones o al aburrimiento?
• ¿Incluye postre en todas las comidas?
• ¿Comienza el día sin desayunar?
• ¿Con la comida bebe soda en lugar de leche?
• ¿Está siempre a dieta y le teme a la comida?

Si respondió afirmativamente a más de una de estas preguntas, lo más seguro es que sus hijos estén recibiendo mensajes dañinos para sus hábitos alimenticios.

Si usted come de manera inadecuada o evita hacer todas sus comidas, sus hijos van a imitarlo. Si comer constituye para usted una fuente de ansiedad y no es capaz de controlar sus hábitos alimenticios, es muy posible que lo mismo les suceda a sus hijos.

Tener buenos hábitos alimenticios puede ser muy difícil para niños que reciben mensajes contradictorios. Es poco probable que sus hijos consideren importante cuidar su alimentación si es una actitud que no ven en usted.

Los comentarios que usted hace respecto a los alimentos, tanto positivos como negativos, influyen la actitud de sus hijos. Ellos tendrán muy presentes en la memoria los comentarios que usted hace que producen sentimientos de culpa. También recordarán el hecho de que usted le dé poca importancia al tiempo dedicado a las comidas. Sus acciones hablan más fuerte que sus palabras.
Poner un buen ejemplo en cuanto a la alimentación promueve un buen comportamiento alimenticio en sus hijos. Esto es de suma importancia. Por ejemplo, los estudios muestran que las mujeres jóvenes toman más leche si sus madres toman leche. La leche contiene calcio, un importante nutriente para el crecimiento y desarrollo de los huesos.

**Poner un buen ejemplo**

A fin de poner un buen ejemplo, los padres de familia deben preparar alimentos y comer con sus hijos de manera regular. Las comidas familiares son la oportunidad ideal para demostrar comportamientos saludables y reforzar buenos hábitos. Preparar la comida en familia y disfrutarla juntos es una magnífica manera de crear buenos recuerdos y sembrar tradiciones que sus hijos llevarán consigo toda la vida.

Los estudios también demuestran que las comidas que se hacen en casa son, por lo general, mejor balanceadas y con menor contenido de calorías sin valor nutritivo.

**Consejos para los padres**

Las acciones hablan más fuerte que las palabras, así que lo más probable es que lo que les diga a sus hijos no tendrá impacto alguno a menos que usted practique lo que enseña.

Aquí le presentamos una lista de buenos hábitos alimenticios que puede modelar para sus hijos:

- Nunca deje de hacer una de sus comidas, especialmente el desayuno.
- Sirvase porciones moderadas.
- Pruebe nuevos platillos, pero no oblige a sus hijos a probarlos.
- Apague la televisión mientras come.
- Límite la comida chatarra en su casa.
- Beba agua o leche en lugar de soda.
- Aprenda métodos para manejar el estrés que no incluyan los alimentos.
- Coma frutas como postre.
- Incluya frutas y vegetales con las comidas y los bocadillos.

Es poco realista pensar que los padres podemos ser un modelo perfecto a seguir por nuestros hijos, sin embargo, si usted hace lo posible para demostrar buenos hábitos alimenticios, esto tendrá un efecto positivo en sus hijos. “Has lo que digo, no lo que hago”, simplemente no funciona. Consumir una variedad de alimentos le enseñará a sus hijos a tener buenos hábitos alimenticios que los acompañarán el resto de su vida. Al mismo tiempo usted verá una mejora en su propia salud.

Created by Dairy Council of California 2003 ©
Did you know that healthy snacks...

- Can supply a big part of the food and nutrition kids need for energy.
- Are a great way to get kids to eat more fruits and vegetables.
- Are great as mini-meals in addition to regular meals.
- Make get-togethers with friends more fun.

Try These Quick, Easy, Healthy Snacks

- Popcorn or pretzels
- Snack size low-fat yogurt or pudding
- Fresh, canned, or dried fruit
- Celery sticks with low-fat cream cheese
- Frozen grapes, banana slices, or popsicles made from 100% juice
- Peanut butter and fruit sandwich (try apple slices, banana, or raisins)
- Whole-grain crackers and low-fat cheese
- Baby carrots with a low-fat dip
- Rice cakes with peanut butter
- Tortilla with refried beans, low-fat cheese, lettuce, and salsa
- Pita sandwich with tuna and lettuce
- Mini-pizzas made with English muffins or pita bread
- Vegetable and noodle soup
- Baked or microwaved potato topped with plain low-fat yogurt or cheese

Grab Quick & Easy Snacks
Snacks are a normal part of a healthy diet for growing kids. Fruits, vegetables, and whole-grain foods make good snacks. All foods can fit into a healthy diet. Choose snacks that are lower in saturated fats, trans fats, sugar, and salt (sodium).

Snacks Can Be Fun, Tasty, and Healthy Too!

Set a good example—Kids often want the same snacks you eat. Choose snacks that are good for your health. Try fat-free or low-fat milk, cheese, and yogurt.

Plan ahead—Make snacks from the various parts of MyPyramid. Healthy snacks should be a part of your grocery list.

Be ready—Keep fruit, 100% juice, crunchy veggies such as carrots or celery, yogurt, bagels, pretzels, and whole-wheat crackers on hand.

Start a new trend—Include fruits and vegetables for school parties and special events.

Make healthy snacking easy—Put snack foods like pretzels, crackers, peanut butter, cheese, and yogurt on lower shelves so kids can get to them.

List some snacks that you and your family will try.

____________________________________________
__________________________________________________________________________________________________________________________ ...
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

For more information on these topics or other programs visit our Web site at:
www.fns.usda.gov

Grab Quick & Easy Snacks

BE A ROLE MODEL!

You play an important role in making sure that you and your kids eat a healthy breakfast every day.

Extra Energy To Play and Grow

Healthy Snacks Give Kids Extra Energy To Play and Grow

Make Snacks Healthy!

Food and Nutrition Service
U.S. Department of Agriculture

The USDA is an equal opportunity provider and employer.
**Why Breakfast?**

- Kids do better in school and are more alert when they eat breakfast.
- It lets kids be more creative and perform better with increased attention span and memory.
- Kids feel good and complain less of headaches and stomachaches from being hungry.
- Kids who eat breakfast miss fewer days and are late less often.
- It improves kids’ behavior and attitude.
- Breakfast provides nutrients kids need to grow and develop.

**Power Up With Breakfast Ideas**

- **Rice Pudding**
  Mix leftover rice, low-fat yogurt, dried fruit, nuts, and cinnamon.

- **Pita Pizza**
  Fill pita bread with your favorite low-fat cheese, cooked lean meat, and vegetables. Heat in microwave.

- **Egg Burrito**
  Fill a soft flour tortilla with scrambled eggs, boiled potato, refried beans, or salsa.

- **Waffles, Pancakes, French Toast**
  Try ready-made items that can be toasted or microwaved.

- **Sandwich Roll-up**
  Try peanut butter and banana or jelly on a flour tortilla.

- **Fruit Salad**
  Mix fruit with low-fat yogurt or cottage cheese.

- **Hot Fruit**
  Top canned or fresh fruit with brown sugar and nuts. Heat in oven or microwave.

- **Hot Cereal**
  Use quick-cooking oats and add dried or fresh fruit, nuts, and brown sugar, or add low-fat cheese or soft margarine to grits instead of butter.
Power Up With Breakfast

Breakfast gives you energy to grow, go, and glow.
A healthy breakfast is important for everyone, especially for growing children. Eat breakfast with kids to start a lifelong healthy habit.

No time for breakfast?
Pack it to go or let kids take part in the School Breakfast Program.

Breakfast gives you energy to grow, go, and glow.

Power Up With Breakfast

Breakfast gives you energy to grow, go, and glow.

A healthy breakfast is important for everyone, especially for growing children. Eat breakfast with kids to start a lifelong healthy habit.

No time for breakfast?
Pack it to go or let kids take part in the School Breakfast Program.

Start the Day Right With BREAKFAST!

BE A ROLE MODEL!

You play an important role in making sure that you and your kids eat a healthy breakfast every day.

Plan—To set out bowls and cereals the night before to make the morning meal quick and easy. Keep sliced fruit or hard-cooked eggs in the refrigerator.

Prepare—To feed kids on the go. Keep 100% juice, dried or fresh fruit, low-fat yogurt, bagels, or breakfast bars handy. Kids can grab these as they rush out the door.

Dare—Kids to try something different like a burrito or other leftovers, such as a stuffed baked potato or pizza.

Change the pace—Have a breakfast picnic on the weekend. Celebrate a special occasion with breakfast instead of dinner. Eat breakfast at school with your kids.

List some foods that you and your family will try for breakfast.

____________________________________________
__________________________________________________________________________________________________________________________ ... __________________________________________________________________________________________________________________________

Breakfast Gives a Head Start To Your Day!

Make breakfast a habit!

For more information on these topics or other programs visit our Web site at:

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The USDA is an equal opportunity provider and employer.
Eating smart and being active every day helps everyone keep mentally and physically fit. Smart food choices help to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good too!

Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good too!

Making smart food choices and being active every day... Helps kids to grow and develop and provides them with the energy they need to learn and play. Helps to maintain a healthy weight. Helps reduce risks of serious diseases like heart disease, high blood pressure, type 2 diabetes, and some types of cancer.
Kids copy adults, so eat healthy and be active every day!

Set an example—Keep a variety of healthy foods on hand. Eat plenty of fruits and vegetables, whole-grain, fat-free or low-fat dairy products, lean meats, and dry beans. Limit the amount of foods you buy that are high in saturated fats, trans fats, and added sugar.

Watch serving sizes—Remember, younger kids need less food than teenagers and adults. Start with small servings and give extra if they want more.

Be active—You need at least 30 minutes of activity most days of the week. Your kids need at least 60 minutes of physical activity every day, or most every day. Add activities to your daily schedule, like walking, biking, working in the yard, or cleaning the house.

Balancing What You Eat With What You Do

If you sit all day at work...
Grab the kids and take a long walk; invite the neighbors. Put on some music and dance. Visit a park, museum, or zoo.

If you are at a fast food restaurant...
Try a grilled chicken sandwich with mustard. Add a side salad. Split an order of fries.

If you find it hard to be active...
Try walking up and down the stairs. Park farther away from stores. Walk your child to school or to the bus stop.

If you’re going on a picnic...
Bring foods like crunchy veggies with low-fat dip, whole-grain bread, baked or grilled meats, or fruits for dessert. Don’t forget to bring a ball or frisbee to play with or music so everyone can dance. Get everyone moving after they eat.

Make a list of things that you can do to balance your family’s day with food and play!
____________________________________________

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Did you know that being physically active daily...

- Increases fitness levels and keeps the heart and lungs healthy.
- Builds and maintains healthy bones, muscles, and joints.
- Helps control weight to decrease the risk of many diseases.
- Boosts energy and promotes sound sleep.
- Helps everyone feel good about themselves and happier in general.

Ways To Move
By doing things you enjoy

- Ride a bike
- Walk the dog
- Roller skate, scooter, or in-line skate
- Play basketball, baseball, soccer, or football
- Play catch
- Jump rope or jog in place
- Mow the grass or rake the lawn
- Clean the house
- Swim
- Take the stairs instead of the elevator
- Dance

Just Move It!
Physical activity is fun, makes you strong, and helps to make you feel good too!

Kids are naturally physically active. Help them stay that way.

Keep moving and stay healthy!

**Pump Up Your Family’s Energy With Physical Activity**

**Adults need** at least 30 minutes most days, and kids need at least 60 minutes of physical activity every day of the week, or most every day.

**Make Family Time an Active Time!**

**Make it Easy To Be Active**

**Plan**—activities for all family members to enjoy 2-3 times a month.
- Go on a family bike ride.
- Plant a family garden.
- Pack a picnic meal to eat at the park and go on a family hike.

**Set a Good Example!**

**Plan**—with your kids—fun activities for the whole family.
- Make a regular date to walk with friends and neighbors.
- Join a community activity group, like aerobics or body toning.

**Move More. Sit Less!**

**Play**—Reduce TV watching and increase active play.
- Tour a local museum, zoo, or historic site for activity and learning.
- Let kids help with planning ways to move.

**Make Play Safe!**

- Set up an area in the home where kids can be active.
- Use safety gear when needed, like a helmet, pads, or goggles.

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