A GARDEN-BASED NUTRITION EDUCATION PROGRAM

FALL LESSONS
Grades 4 and 5
With funding by the USDA Supplemental Nutrition Assistance Program - Education

Prepared by:

Kerry Seymour
Area Nutrition Specialist

Christina Turner
Community-Based Instructor

Yolanda Ortega-Gammill
Program Dietitian

Colleen Lumpkin
Administrative Assistant

Teresa Schaerer
Community-Based Instructor/Translator

Provided by:

University of Nevada Cooperative Extension
4955 Energy Way
Reno, NV  89502
Phone: (775) 784-4848

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# Fall Lessons
## Grades 4 and 5

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## Resources

- *Grow Yourself Healthy* Letterhead: R-1
- A Close Look at *MyPyramid for Kids*: R-3
- *MyPlate* Resources: R-5
- USDA’s 10 Tips Nutrition Resource Series: R-11

## Program Evaluation

E-1
A GARDEN-REFERENCED NUTRITION EDUCATION PROGRAM

OVERVIEW

Childhood obesity continues in the forefront of public health concerns. Although national obesity rates appear to be leveling off, childhood rates for certain ethnic and racial groups continue on an upward trajectory. Latino, American Indian and African American children are at particular risk. Adequate intakes of fresh vegetables and fruits are associated with reduced obesity risk. Awareness of the health benefits of fresh produce, promotion of their consumption and subsistence or supplementary vegetable gardening are methods cited to promote the desired intake of vegetables recommended in the Dietary Guidelines 2010 (USDHHS and USDA, 2010), USDA’s MyPyramid for Kids food guide (USDA, 2005) and USDA’s MyPlate food guide (USDA, 2011). Creation of school gardens is a direct method of increasing both exposure and access to fresh foods. Increased physical activity and substitution of water for sweet drinks are other behaviors shown to promote healthy growth and are incorporated into this program’s design and messaging.

PROGRAM GOALS

The Grow Yourself Healthy program provides a series of eight spring and eight fall 50-minute, garden-referenced nutrition lessons for students in Grades 4 and 5. The program goals include:

- Reinforce the importance and integration of nutrition education in schools, with lesson content linked to Common Core Concepts education standards for language arts, math and science.
- Promote increased intakes of vegetables and fruits through increased exposure and access.
- Promote use of water, as well as low-fat milk, over sweet drinks as preferred beverages.
- Promote regular physical activity.
- Use both the indoor and garden classrooms to provide experiential learning.
- Engage parents through periodic newsletters, take-home assignments and after-school garden club.
HOW TO USE THE *GROW YOURSELF HEALTHY* CURRICULUM

This manual contains eight sequential late summer/fall lessons. Each lesson outline includes:

- Key Nutrition Message(s)
- Learning Objectives
- Materials and Supplies Needed
- Lesson Preparation Tasks and Tips
- Review (starting with Lesson 2)
- Lesson Content: Learn, Grow, Taste
- Wrap-up
- Follow-up Activities: Language Arts and Math
- Resources/References
- Common Core Concepts Education Standards
- Handouts and Black-line Masters

The lesson section has directions for the instructor as well as a script to follow. The script sections are in blue italicized text. The script is just an example of how to present the material to make sure the key learning points are covered. Feel free to state the information in your own words, but do try to keep the content as close to the script as possible.

Lesson content is divided into Learn, Grow and Taste segments which are garden-referenced. If you have a school garden, you can use the garden as an outdoor classroom and incorporate garden activities, including harvesting as indicated. However, the Learn and Taste segments can be taught without a garden, as standalone lessons, with minimal editing. Further, the Learn, Grow and Taste segments may be presented altogether in one class session or presented individually on separate days. Each lesson and follow-up activities are linked to the Common Core Concepts education standards, shown at the end of each lesson.

The Taste segment presents opportunities to expose students to fresh vegetables and fruits and uses a “mindful-eating” approach. Since a positive food-sampling experience by the students is a main program goal, ensure that the fruits and vegetables served are of the highest quality and flavor. If you don’t have a school garden to supply fresh produce, your grocery store’s produce staff can help you choose what’s seasonal, freshest and most delicious. They will often let you sample available choices before purchasing.

Remember to use best practices and model safe food-handling methods at all times for the safety and health of your students. Before delivering this curriculum, we recommend instructors review the information on safe food handling available at [www.fightbac.org](http://www.fightbac.org) and in the references below.
Reference is made to a *Grow Yourself Healthy* binder or folder for each student in the Materials section of each lesson. This is a suggested way of organizing program materials and is optional if purchase of those items is not feasible.

We hope the delivery of these lessons brings you a bounty of educational rewards.

References:


<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Lesson Date</th>
<th>Learn</th>
<th>Grow</th>
<th>Taste</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Learn Title; Nutrition Message</strong></td>
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<tr>
<td>Optional: PRETEST</td>
<td>Week prior to lesson #1</td>
<td>PRETEST</td>
<td>“Garden Safety = Respect” worksheet, Review garden safety and hand washing rules.</td>
<td>What’s available to harvest or purchased seasonal vegetables/ fruits.</td>
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<tr>
<td>#1</td>
<td></td>
<td><strong>Introduction to Grow Yourself Healthy (GYH): Learn! Grow! Taste!</strong></td>
<td>Eat smart to grow strong and healthy!</td>
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<td></td>
<td></td>
<td>“Garden Safety = Respect” worksheet, Review garden safety and hand washing rules.</td>
<td>Harvest what’s available and ripe: e.g., tomatoes, melons, Swiss chard, squash, etc.</td>
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<td>#2</td>
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<td><strong>From MyPyramid to MyPlate:</strong> Eat smart with MyPyramid and MyPlate!</td>
<td>How/when to harvest guidelines: e.g., grapes, onions, chives</td>
<td>Same instruction as above, e.g., grapes</td>
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<td>#3</td>
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<td><strong>Focus on Fruits:</strong> Focus on fruits to eat smart and grow healthy!</td>
<td>Fruit as a plant part concepts. Importance of water (to us and plants). Harvest: melons, tomatoes</td>
<td>Same as above, e.g., melon, tomato varieties</td>
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<td>#4</td>
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<td><strong>Vary Your Veggies:</strong> Vary your veggies to eat smart and grow healthy! Make half your plate fruits and veggies!</td>
<td>Intro to vegetables as plant parts concepts. Harvest: squash, sunflower seed heads, potatoes, onions</td>
<td>Same as above, e.g., summer squash</td>
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<tr>
<td>#5</td>
<td></td>
<td><strong>Make Half Your Grains Whole:</strong> Make half your grains whole grains!</td>
<td>Grain as a plant part concept. Harvest: corn, potatoes, onions</td>
<td>Same as above, e.g., corn, potatoes and onions</td>
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Optional: whole wheat crackers
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<thead>
<tr>
<th>Lesson #</th>
<th>Lesson Title: Nutrition Message</th>
<th>Grow</th>
<th>Taste</th>
<th>Lesson Date</th>
<th>Lesson</th>
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<tbody>
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<td>6</td>
<td>Vary Your Protein Choices</td>
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<td>Get your daily dose of dairy! Choose non- or low-fat dairy options.</td>
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<td>Optional: Weigh produce harvested.</td>
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<td>Vegatable sources of calcium: e.g., broccoli, kale, collard and mustard greens, okra</td>
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<td></td>
<td>Sunflower seeds; other garden produce: tomatoes, tomatillos, onions, chilies</td>
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<td>Grow Strong with Dairy</td>
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<td>Grow yourself healthy: What we have learned</td>
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<td>Eat smart with MyPyramid/MyPlate.</td>
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<td>Optional: Pumpkin Circle DVD or pumpkin, remaining produce.</td>
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<td>Closing down the garden. Harvest</td>
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<td>Toasted pumpkin seeds; garden harvest</td>
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<td>8</td>
<td>Grow Yourself Healthy: What We Have Learned</td>
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<td>#8</td>
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<td>Review.</td>
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<td>Optional: Weigh produce harvested.</td>
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<td>Harvest herbs and vegetables.</td>
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<td>Intro to closing down the garden.</td>
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<td>Harvest herbs and vegetables.</td>
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<td>Optional: Weigh produce harvested.</td>
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<td>String cheese; garden harvest</td>
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<td>Optional: Pumpkin Circle DVD or pumpkin, remaining produce.</td>
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<td>Closing down the garden. Harvest</td>
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<td>Toasted pumpkin seeds; garden harvest</td>
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Lessons
Learn! Grow! Taste!
An Introduction to Grow Yourself Healthy
Fall Lesson #1

Nutrition Message

• *Eat smart to grow strong and healthy!*

Learning Objectives

• Students will state what being “healthy” means to them.
• Students will identify *MyPlate* as a guide to making healthy food choices or eating smart.
• Students will be able to state at least one garden safety rule.
• Students will be able to state at least three of the five senses used in food tasting

Materials

• Laminated *MyPlate* and “Learn, Grow & Taste” posters
• Optional 1” binders or folders with nine tab dividers labeled LEARN 1-8 and Taste to organize weekly handouts. Include a garden map, if available.
• Week 1 handouts:* personalized cover sheet/ Garden Agreement, “Garden Safety = Respect,” “I Tasted…” and “The Fence Around Your Garden” worksheets, grade-specific Activity Sheets
• Lined writing paper or GYH stationary* (see Resources section)
• Dry erase markers, assorted colors – 14 total markers
• Pencils*
• Display of garden hand tools: trowel, cultivator, watering can
• Hand sanitizer or sani-wipes* Napkins* Paper towels
• Washed and prepped fresh fruit or vegetable for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student
  * One per student

Lesson Preparation

Assemble binders or folders if used. Gather handouts and supplies. Display posters. Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal fruit or vegetable to taste.

Write vocabulary on the board/ELMO: *Learn, Grow, Taste, Eat smart, healthy*
**Learn Lesson**

If weather permits, take the students into the garden for the lesson.

**Introduction of the GYH Program**

Introduce yourself to the class. Briefly describe the *Grow Yourself Healthy* program and the meaning of its Learn, Grow and Taste messages. Refer to Learn, Grow and Taste on the board/ELMO.

Set classroom behavior expectations for the lessons (raise hands, stay on task, etc.)

- **We will be here for eight lessons – one a week - this fall and we will return in the spring to teach eight more lessons.**
- **We will meet at _____ (specify day/time) and spend some time in the classroom and some time outside in the garden.**
- **The GYH team’s goal is to help us all be as healthy, grow as tall and strong and as smart as we can be.**
- **You will learn about MyPlate (point to poster) and how what you put on your plate can help you grow strong and healthy. We call that “eating smart!” How many of you have seen MyPlate before?**
- **You will taste delicious fruits and vegetables (and you’ll learn how to grow them, too)! Does anyone have a vegetable garden where you live?**
- **Some of the things that keep the garden healthy keep us healthy, too. Like plenty of water and fresh air!**
- **You will learn great things in the classroom that you can use in the garden and you will learn things in the garden that you can use in the classroom and at home! And you’ll always know how to garden!**
- **You will sharpen your reading, writing and math skills and learn about science in the garden, too.**
- **With prior teacher approval: You will have activities every week to do on your own. The activities will be graded by your teacher and be part of your grade.**
- **We always want you to share everything you learn with your family, so we’ll have some take-home handouts to help make that easy.**

**What is healthy?**

- *I have already talked a lot about the word healthy. What does being healthy mean to you? Encourage all to respond. What kinds of things can we do to help us get or stay healthy?* Write down the students’ ideas and thoughts on the white board/ELMO.
Those are all great thoughts. Part of today’s assignment will include you looking up the dictionary definition of healthy and also giving some thought to what healthy means to you.

Know that the same things we can do to get our bodies healthy – good food, playing hard, drinking enough water, getting enough sleep – also help our minds (or our brains) to be their best.

Grow, Learn, Taste: Present binders/folders to students. Every week when we get together, we are going to do three things. We are going to Learn, Grow and Taste. I will always start our time together by telling you what we are going to Learn- that is, what information we’ll be talking about. In the Grow part of the class, we’ll do some basic gardening which – this time of year – will focus on harvesting. Finally we’ll Taste – either something we’ve harvested from the garden or another healthy food.

- We may change the order from week-to-week.
- We may also make adjustments depending on the weather, what needs to be done in the garden and what is ready to be harvested.
- Emphasize how the three elements Learn, Grow and Taste overlap and tie in to one another. For example: You are not just growing fruits and vegetables, but your brains are growing with knowledge, your bodies are growing with the help of healthy fruits and vegetables we grow and taste etc.

Grow Lesson

GYH expectations

- Pass out the “Garden Safety = Respect” worksheet. In the coming weeks, we’ll spend time outside in the garden, which will be lots of fun. We always want to be safe in the garden, so let’s talk about how to do that. Let’s look at front page of the “Garden Safety = Respect” worksheet. Have the students read each guideline out loud. After each one is read, ask if there are any questions, and then have them initial that guideline. Show examples of the garden hand tools they will be using; e.g., trowel, cultivator, watering can.
- Let the students know that completing the backside of the sheet is one of their assignments.
- All together have the students read and then sign the “Garden Agreement” which also serves as their binder/folder coversheet.
Taste Lesson

Now let’s talk about the Taste part of the lesson.

- In this part of the class we’ll try some new foods and some you already know, but we’ll taste them in a special way using all of our senses.

- Here are some tasting guidelines:
  We always wash our hands before we taste and make sure that the food we taste is washed. Have the students wash their hands or pass out sani-wipes. Hand out napkins. Please don’t touch your food until everyone has theirs.
  We will taste together and step-by-step.
  We will evaluate the foods using our five senses. Just what are the five senses? Write them on the board in the following order and discuss each one.
  o Sight – what do you see? What color or shape is the food? Is there anything unusual about how it looks?
  o Smell – what does the sample smell like?
  o Touch – you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.
  o Hearing – what does the food sound like when you take a bite?
  o Taste – use descriptive words to tell the class what you taste.

- Now let’s all fill out our tasting chart together.
  Will you share some of your descriptions of what we just tasted? Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample. Acknowledge that everyone’s sense of taste is different and not everyone will like every fruit or vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.

- If you would prefer to make a different healthy choice, please write down the choice that you would make. Try to make your choice come from the same food group; that is, if we’re sampling a fruit that you’re not fond of or would rather not taste, then write down the name of a fruit you do like.

Wrap-Up

Refer to Learn, Grow and Taste written on the board/ELMO. Underneath each one write responses. Now let’s talk about and share what we learned today.

- Learn. We...
  o Brainstormed what healthy means.
  o Recognized MyPlate as a guide to “eating smart.”
• Grow. We...
  o Learned how to be safe in the garden.
• Taste. We...
  o Learned how to do a GYH “tasting.”
  o Discussed using the five senses to evaluate the food.
  o Learned how to use the “I Tasted” worksheet.

We’re leaving some activities for you to complete on your own. We’re looking forward to seeing you next week, when we talk more about eating smart and spend more time in the garden!

Additional Activities

Language Arts

4th Grade

  o Find and write down the dictionary definition of healthy. Write two sentences describing what being healthy means to you.
  o Write a paragraph (three to four sentences) about how the foods you choose to eat can change how your body feels or make you healthy.
  o Complete the backside of the “Garden Safety=Respect” worksheet.

5th Grade

  o In addition to the above tasks, write a paragraph (at least five sentences) explaining what our program name Grow Yourself Healthy means to you?
  o Complete the backside of the “Garden Safety=Respect” worksheet.

Math

4th and 5th Grades

  o Complete “The Fence Around Your Garden” worksheet.
  o Show your work on the back of the worksheet; write the answers in the space provided on the worksheet.
# Education Standards

## Common Core Standards – English Language Arts (Grades 3, 4 and 5)

### Writing Standards
- Production and Distribution of Writing
  4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations)

### Language Standards
- Knowledge of Language
  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Common Core Standards - Math

### Measurement and Data
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
  5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
  7. Relate area to the operations of multiplication and addition.
  8. Solve real world and mathematical problems involving perimeters etc

### Measurement and Data
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
  3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

### Number and Operation in Base Ten
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
Choose MyPlate.gov
MiPlato
Choose MyPlate.gov
Garden Safety = Respect

When I’m in the garden I respect others.

- I pay attention.
- I ask questions.
- I follow directions.
- I walk instead of run.
- I wait my turn.
- I speak in a normal voice.

I show respect for the garden:

- I ask permission to touch the plants.
- I ask permission to use tools.
- I ask permission before I water.
How I show respect for the **insects** in the garden:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How I show respect for the **plants** in the garden:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How I show respect for the **tools** in the garden:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Nombre __________________________      Fecha ______________

Seguridad en el jardín = Respeto

Cuando yo estoy en el jardín respeto a los demás.

- Pongo atención.
- Hago preguntas.
- Sigo las instrucciones.
- Camino en vez de correr.
- Espero mi turno.
- Hablo con voz normal.

Demuestro respeto por el jardín:

- Pido permiso para tocar las plantas.
- Pido permiso para usar las herramientas.
- Pido permiso antes de regar las plantas.
Cómo demuestro respeto por los **insectos** en el jardín:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Cómo demuestro respeto por las **plantas** en el jardín:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Cómo demuestro respeto por las **herramientas** en el jardín:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
(Name)

I, ____________________________________ agree to follow the guidelines of the GYH program. I agree to practice garden safety and always show respect to my teachers, classmates and garden.

____________________________________       __________________________
Signature                                      Date
Yo, ____________________________________ estoy de acuerdo en seguir las orientaciones del programa GYH. Estoy de acuerdo en practicar de manera segura en el jardín y siempre mostrar respeto por mis profesores, compañeros de clases y el jardín.

__________________________________________  ____________________________
Firma                                      Fecha
# Tasting Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>I tasted</th>
<th>I loved it</th>
<th>I liked it</th>
<th>I would prefer to make another healthy choice (Check box and specify)</th>
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Learn, Grow, Taste
Fall - Lesson 1 Activities
4th Grade

**Language Arts Activities**

- Find and write down the dictionary definition of healthy.
- Write two sentences describing what being healthy means to you.
- Write a paragraph (three to four sentences) about how the foods you choose to eat can change how your body feels or make you healthy.
- Complete the backside of the “Garden Safety = Respect” worksheet.

**Math Activity**

- Complete “The Fence Around Your Garden” worksheet.
  Show your work on the back of the worksheet and write the answers in the spaces provided on the worksheet.
Learn, Grow, Taste
Fall - Lesson 1 Activities
5th Grade

Language Arts Activities

- Find the dictionary definition of healthy and write it down.
- Write two sentences describing what being healthy means to you.
- Write a paragraph (three to four sentences) about how the foods you choose to eat can change how your body feels or make you healthy.
- Write a paragraph (at least five sentences) explaining what our program name “Grow Yourself Healthy” means to you?
- Complete the backside of the “Garden Safety = Respect” worksheet.

Math Activity

- Complete “The Fence Around Your Garden” worksheet.
  Show your work on the back of the worksheet and write the answers in the spaces provided on the worksheet.
The Fence Around Your Garden

Grow and eat a rainbow of fruits and vegetables!

1. Mrs. Escobar wants to put a fence around her vegetable garden. Her garden is 7 feet long on two sides and 9 feet long on the other two sides. How many feet of fencing does she need? ________________

2. How much will it cost Mrs. Escobar to put in a chain link fence if it costs $1.20 a foot? ________________
   If she decides to put in a wooden fence, how much will it cost her if a wood fence costs $3.25 a foot? ________________

3. Mrs. Gonzalez has a garden shaped like an octagon. She needs to put a fence around it to keep rabbits from eating her carrots. Each side of her octagonal garden is 2 feet long. How many feet of fencing does she need? (Hint: an octagon has eight sides.) ________________

4. How much will it cost Mrs. Gonzalez to put in a chain link fence which costs $1.20 a foot? ___________ If she decides to put in a wooden fence, how much will it cost her if a wooden fence costs $3.25 a foot? ___________
La Cerca Alrededor de Tu Jardín

¡Cultiva y come un arco iris de frutas y vegetales!

1. La señora Escobar quiere poner una cerca alrededor de su jardín de vegetales. Su jardín tiene siete pies de largo en dos de sus lados y nueve pies en los otros dos lados. ¿Cuántos pies de cerca necesita?____________________

2. Cuánto le costará a la Sra. Escobar poner una valla metálica si cada pie de valla cuesta $1.20?___________
   Si ella decide poner una cerca de madera, ¿cuánto le costará si cada pie cuesta $3.25?___________

3. La Sra. González tiene un jardín en forma de octágono. Necesita poner una cerca alrededor de la misma para mantener a los conejos alejados y que no coman sus zanahorias. Cada lado de su jardín octagonal tiene dos pies de largo. ¿Cuántos pies de cerca necesita? (Pista: un octágono tiene 8 lados.)______________

4. ¿Cuánto le costará a la Sra. González poner una valla de tela metálica si cada pie de valla cuesta $1.20? ___________
   Si ella decide poner una cerca de madera, ¿cuánto le costará si cada pie de la cerca de madera cuesta $3.25? ___________
The Fence Around Your Garden

ANSWER KEY
Grow and eat a rainbow of fruits and vegetables!

1. Mrs. Escobar wants to put a fence around her vegetable garden. Her garden is 7 feet long on two sides and 9 feet long on the other two sides. How many feet of fencing does she need? 32 feet

2. How much will it cost Mrs. Escobar to put in a chain link fence if it costs $1.20 a foot? $38.40
   If she decides to put in a wooden fence, how much will it cost her if a wood fence costs $3.25 a foot? $104.00

3. Mrs. Gonzalez has a garden shaped like an octagon. She needs to put a fence around it to keep rabbits from eating her carrots. Each side of her octagonal garden is 2 feet long. How many feet of fencing does she need? (Hint: an octagon has eight sides.) 16 feet

4. How much will it cost Mrs. Gonzalez to put in a chain link fence which costs $1.20 a foot? $19.20
   If she decides to put in a wooden fence, how much will it cost her if a wooden fence costs $3.25 a foot? $52.00
Nutrition Message

- *Eat Smart with MyPyramid and MyPlate!*

Learning Objectives

- Students will be able to identify *MyPyramid* and *MyPlate* as guides to “eating smart.”
- Students will be able to identify the similarities and differences between *MyPyramid* and *MyPlate*.
- Students will be able to correctly label the food groups on *MyPyramid* and *MyPlate*.
- Students will be able to identify missing food groups from a meal and which food groups to add to the plate to complete it.
- Students will use their knowledge of fractions to describe the areas on *MyPlate* covered by the Food Groups, singly and in combination.

Materials

- Laminated *MyPyramid* and *MyPlate* posters
- Student GYH Binders/ folders
- Week 2 handouts*: MyPyramid, MyPlate, MyPlate group names, MyPlate plan-a-meal and “Rate Yolanda’s Plate” work-sheets, grade-specific Week 2 Activity Sheets
- Lined GYH paper
- Pencils*
- Hand sanitizer or sani-wipes Napkins*
- Washed and prepped fresh fruit or vegetable for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student

*1 each per student

Lesson Preparation

Gather supplies. Display posters. Decide what’s harvestable from the garden or purchase. Wash and prepare a seasonal fruit or vegetable to taste.

Write vocabulary on the board/ELMO: *Eat smart, MyPyramid, MyPlate, Grains, Vegetables, Fruits, Protein, Dairy, ¼, one-fourth, a quarter*
Review

- Last week we talked about how we will “Learn, Grow and Taste” each time we are together.
- We talked about the word “healthy” and what it means to you. Can anyone remember what we called the picture that helps us make healthy food choices? MyPlate
- We learned the garden rules and signed a contract agreeing to follow the rules.
- We looked through our binders/folders and found out how we will use it to organize all our garden lessons and activities.
- We (harvested and) tasted ________________.
- We learned how to do a tasting and how to record our impressions of the foods we taste, according to the five senses. Who can name one of the five senses? Sight, smell, touch, hearing, taste

Learn, Grow, Taste

Today we will...

- Learn about MyPyramid and about a new tool called MyPlate.
- Taste ______________ that we’ll harvest from our garden/that are in season right now. Seasonal example: grapes

Learn Lesson

Compare MyPyramid and MyPlate

- Let’s look at MyPyramid. What does MyPyramid show us? Allow the students to share their answers while you write them on the whiteboard.
- MyPyramid is a tool that helps us make healthy choices.
- MyPyramid shows us the different food groups and reminds us to eat from the different food groups every day. Can you name each food group? Grains, Vegetables, Fruits, Protein, Dairy
- Now can you give a few examples of foods in each of those food groups?
- MyPyramid also shows us about how much of a food group to eat each day. How does it do that? By the size of the food group stripes.
- We have a new tool called MyPlate that can also help us make healthy choices.
- Look at MyPlate and tell me what you see. Write the students thoughts on the whiteboard.
• **What are some of the similarities – the things that are the same – between MyPyramid and MyPlate?** Both show the food groups; they’re represented by the same colors; they both guide us to healthy food choices.

• **MyPlate uses a picture of a plate to help you understand how much of each food group should look like on your plate.** Point to the MyPlate poster.

• **How are MyPyramid and MyPlate different?** Different shapes; the names of the Milk and Meat and Beans groups changed to Dairy and Protein on MyPlate; there’s no Fats/oils group on MyPlate; MyPlate doesn’t show you the pictures of what’s in each group; MyPlate doesn’t show examples of physical activity: Pyramid Pal running up the pyramid and other children playing sports.

• **When you serve yourself a meal, picture your plate divided into quarters. Each food group should fit into one quarter of your plate. You should have a food from the Fruits, Veggies, Grains and Protein groups.**

• **What about Dairy? Where does that fit?** Dairy is found in the circle or the glass on MyPlate.

• **I don’t see any water, do you?** As we mentioned last week, water is needed for the plants to grow in the garden and for our body and brain to work their best. Water is the best thing to drink when we’re thirsty between meals.

Draw MyPlate on the whiteboard and have the students help you name each of the quarters of the plate with the correct group name.

• Next, have the students come up with examples of foods that belong in each of the groups.

• Have the students plan a meal together on the board and explain that they will be doing a similar exercise this week in their follow-up activity.

**Grow Lesson**

Weather permitting, teach the Grow segment in the garden. Review garden safety guidelines if needed.

If available, students will harvest something to taste from the garden; e.g., grapes. Use the following script as a guide in talking about harvesting from the garden. Alternately, purchase a seasonal fruit or vegetable substitute.

• **Today we’re harvesting grapes. When we eat grapes, like other fruits, we get a bonus of water in the juice of the fruit. How can we tell the grapes are ready to be harvested?** The fruit has rich color (will vary by variety), individual grapes are plump and shiny, a few sample grapes are sweet and full-flavored.
• **What is the correct way to harvest the grapes?** Demonstrate correct use of pruners to cut grape clusters from vine. Allow select students to harvest with close supervision.
• **It is important to wash everything we harvest before we eat it.** Demonstrate washing grapes in three changes of fresh water.
• **It is important to always wash our hands after we work in the garden and before we eat.** Have students wash their hands or use sani-wipes.

**Taste Lesson**

Walk the students through the tasting, reminding them how we do our tastings.

• **Please don’t touch your food until everyone has theirs.**
• **We will taste together and step-by-step.**
• **We will evaluate the foods using our five senses. Remember what they are?** Discuss each one.
  o **Sight – what do you see? What color or shape is the food? Is there anything unusual about how it looks?**
  o **Smell – what does the sample smell like?**
  o **Touch – you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.**
  o **Hearing – what does the food sound like when you take a bite?**
  o **Taste – use descriptive words to tell the class what you taste.**
• **Now let’s all fill out our tasting chart together.**
  *Will you share some of your descriptions of what we just tasted?* Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample. Acknowledge that everyone’s sense of taste is different and not everyone will like every fruit or vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.
• **If you would prefer to make a different healthy choice, please write down the choice that you would make.** Try to make your choice come from the same food group; that is, if we’re sampling a fruit that you’re not fond of or would rather not taste, then write down the name of a fruit you do like.
• **Everyone’s sense of taste is different so it’s OK to like food your friends don’t like and vise versa.** Also know that our liking certain foods can change over time as we get more used to the taste of a food. So if you don’t like something now, try it again in a few months and you might be surprised that you think it’s pretty tasty!
Wrap-Up

• Learn: Let’s share one thing that you learned today. We...
  o Reviewed MyPyramid.
  o Learned about a new tool called MyPlate.
  o Discussed the similarities and differences between MyPyramid and MyPlate.
  o Learned how to plan a meal using MyPlate.

• Grow: We...
  o Learned how to harvest ___ (e.g., grapes)

• Taste: We...
  o Tasted ___ (e.g., grapes). How many of you really liked the _________?
  o Reviewed how to do a GYH “tasting.”
  o Discussed using the five senses to evaluate the food.
  o Used the “I Tasted” worksheet.

• We’re leaving some activities for you to complete on your own. We’re looking forward to seeing you next week, when we spend more time in the garden!

Language Arts Activity

• 4th Grade –
  o Write a paragraph about the similarities and the differences between MyPyramid and MyPlate. Your paragraph will be made up of facts.
  o Write a paragraph explaining which tool you like better, MyPyramid or MyPlate. Your paragraph will be made up of your opinions.
  o Label each of the food groups on MyPyramid and MyPlate.
  o Write three or more examples of foods that belong in each group.
  o Make a lunch and a dinner on the blank MyPlates that are provided. Make sure that you have a food choice from each of the food groups.

• 5th Grade
  o Write a paragraph about the similarities and the differences between MyPyramid and MyPlate. Your paragraph will be made up of facts.
  o Write a paragraph explaining which tool you like better, MyPyramid or MyPlate. Your paragraph will be made up of your opinions.
  o Label each of the food groups on MyPyramid and MyPlate.
Make a breakfast, a lunch and a dinner on the blank MyPlates that are provided. Make sure that you have a food choice from each of the food groups at each meal.

Math Activity

Complete the “Rate Yolanda’s Plate” worksheet.

Resources: [www.choosemyplate.org](http://www.choosemyplate.org)

Education Standards

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<thead>
<tr>
<th>Common Core Standards – English Language Arts (Grades 3, 4 and 5)</th>
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<th>Common Core Standards - Math</th>
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<td><strong>Number and Operations – Fractions</strong></td>
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<tr>
<td>• Develop understanding of fractions as numbers.</td>
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<td><strong>Number and Operations – Fractions</strong></td>
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<tr>
<td>• Extend understanding of fraction equivalence and ordering</td>
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<tr>
<td>• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
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<tr>
<td><strong>Number and Operations – Fractions</strong></td>
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<tr>
<td>• Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</td>
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Math Activity

- Complete the “Rate Yolanda’s Plate” worksheet.
Language Arts Activities

- Write a paragraph about the similarities and the differences between MyPyramid and MyPlate. Your paragraph will be made up of facts.
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- Make a breakfast, a lunch and a dinner on the blank MyPlates that are provided. Make sure that you have a food choice from each of the food groups at each meal.

Math Activity

- Complete the “Rate Yolanda’s Plate” worksheet.
HAVE FUN!

Exercise

1. Make half your grains whole. Choose whole-grain foods, such as whole wheat bread, brown rice, and low-fat popcorn.
2. Eat plenty of vegetables. Eat dark green and orange vegetables and a variety of colors.
3. Focus on fruits. Eat them at meals and as snacks throughout the day.
4. Choose fresh, frozen, canned, or dried, and go easy on the fruit juice.

Tips for Families

1. Start a good example. Be active and get your family to join you.
2. Take the President's Challenge as a family. Check your progress weekly or play catch.
3. Establish a routine. Set aside time each day as activity time—no matter how busy.
4. Get your calcium-rich foods. To build strong bones, serve low-fat milk and choose other milk products several times a day.
5. Go lean with protein. Eat lean or frozen meat, chicken, turkey, and fish.
6. Change your oil. We all need oil. Get yours from fish, nuts, and beans instead of soybean, canola, and olive oils.
7. Don't sugarcoat it. Choose foods and beverages that do not have sugar and choose sweeteners that are key to your nutrition.

Prevent 1 Disease by Moving More, Eating Healthier, and Not Smoking

1. Make half your grains whole. Choose whole-grain foods, such as whole wheat bread, brown rice, and low-fat popcorn.
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4. Get your calcium-rich foods. To build strong bones, serve low-fat milk and choose other milk products several times a day.
**SUGERENCIAS PARA LA FAMILIA**


5. Escucha la música en casa. Escucha música que te anime.


7. No se deje acostumbrar. El ambiente y el ambiente de la familia son importantes. No deje que los factores externos influyan en su estado de ánimo.

8. Prepare un plánn coaching. Utilice el coaching de hogar.


**Recuerda**

- Equilibra las comidas con proteínas, frutas, verduras y granos integrales.
- Asegúrate de desayunar y almorzar.
- Mantén un consumo moderado de alcohol.
- Ofrece un escenario seguro para todas las emociones.
MiPlato
ChooseMyPlate.gov
Rate Yolanda’s Plate

Eat a healthy lunch to get energy to think and play!

What fraction of Yolanda’s plate is **protein**?

What fraction of Yolanda’s plate is **fruit**?

What fraction of Yolanda’s plate is **grains**?

What fraction of Yolanda’s plate is **vegetables**?

Is anything missing from Yolanda’s lunch?

Using what you have learned about MyPlate, what fraction of the plate should be:

- ✔ Protein
- ✔ Grains
- ✔ Fruit
- ✔ Vegetables

Divide Yolanda’s plate into the correct fractions and label each food group.

What foods would you put on the plate?

---

**Name**

**Date**
Calcula el Plato de Yolanda

¡Come un almuerzo saludable para obtener la energía necesaria para pensar y jugar!

El almuerzo de Yolanda

¿Cuál es la fracción de **proteínas** en el plato de Yolanda? ____________

¿Cuál es la fracción de **frutas** en el plato de Yolanda? ____________

¿Cuál es la fracción de **cereales** en el plato de Yolanda? ____________

¿Cuál es la fracción de **vegetales** en el plato de Yolanda? ____________

¿Está faltando algo en el almuerzo de Yolanda? ____________

Utilizando lo que aprendiste sobre MyPlate (MiPlato), escribe qué fracción del plato debería ser:

- Proteínas ____________
- Cereales ____________
- Frutas ____________
- Vegetales ____________

Divide el plato de Yolanda en las fracciones correctas y etiqueta cada grupo de alimento.

¿Qué alimentos pondrías en el plato?

Nombre ____________________________
Fecha ____________________________
Focus on Fruits
Fall Lesson #3

Nutrition Messages

- Focus on fruits to “eat smart” and grow healthy!
- Make half of your plate fruits and vegetables!
- Eat a rainbow of fruits!

Learning Objectives

- Students will be able to identify the red Fruit stripe on MyPyramid and the red quadrant on MyPlate.
- Students will be able to illustrate an appropriate proportion of fruit using MyPlate.
- Students will be able to name a “rainbow” of fruits.
- Students will be able to describe the plant characteristics of fruits.
- Students will be able to describe two health benefits of eating fruit.

Materials

- Laminated MyPyramid and MyPlate posters
- Student GYH Binders/ folders
- Week 3 handouts*: Strawberries for Everyone work-sheets, DG Tipsheet Focus on Fruits
- grade-specific Week 3 Activity Sheets, A-Z Fruit Worksheet (1 per work group)
- Lined GYH paper
- Pencils*
- Hand sanitizer or sani-wipes Napkins*
- Washed and prepped fresh fruit for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student
* 1 per student

Lesson Preparation

Gather supplies. Display posters. Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal fruit to taste (e.g., melons, grapes, tomatoes).
Write vocabulary on the board/ELMO: *Eat smart, MyPyramid, MyPlate, fruits, rainbow, red, orange/yellow, green, blue/purple, white and brown*

**Review**

*Who remembers what we talked about last time we met?* Allow time for a number of responses. *Last week we talked about MyPyramid and MyPlate.*

- *We talked about what was alike and what was different between MyPyramid and MyPlate. Point to graphics. Who can name one way they’re alike? Who can name one way they’re different.*
- *You practiced categorizing foods by food group on MyPlate.*
- *You tasted ________________ (from the garden).*
- *You also planned a breakfast, a lunch, and a dinner using MyPlate.*

**Learn, Grow, Taste**

*Today we will…*

- *Learn. We’ll focus on fruits because they give us energy and help us grow and be healthy.*
- *Grow – Learn that a fruit is a special plant part and harvest fruit from the garden (options include melons, grapes, tomatoes).*
- *Taste ________________.*

**Learn Lesson**

*Ready to focus on fruits?*

- *Who can tell me the color of the fruit stripe on MyPyramid? Red.*
- *Is it the same color on MyPlate? Yes.*
- *What does MyPlate tell us about how much fruit to eat at each meal? ¼ our plate.*
- *What fraction of the plate should be fruit?* Ask the students to write the fraction ¼ using numbers and words
- *Why is important to eat fruit?* Record students’ answers. *Fruit has different ingredients such as vitamins, minerals, fiber and water that help our bodies and our brain work their best. They also give us energy to play hard and to grow.*
- *Why do you think we say “Eat a rainbow” of fruits?* Praise or acknowledge student responses. *The different colors in fruits (and vegetables!) actually do special jobs in the body to keep us healthy. It’s important to eat fruits (and
vegetables, too!) from all of the color groups: **Red, orange/yellow, green, blue/purple, white and brown**

- **Fruit has an added bonus of giving us water. The juicier the fruit, the more water we get out of it. Who can think of a very juicy fruit with water in its name?** Watermelon.

- **Now I’ll have you work in groups to see how many different fruits you can think of.** Have the students work in four or five groups and hand out one A-Z Fruit worksheet to each group. I want you to write down the names of as many fruits as you can think of for each letter of the alphabet using this A to Z worksheet. Now to make it more challenging, I’d like you to do it by color! So start by listing all the red fruits you know, then the orange/yellow ones and so on (point to the color group names on the board). You’ll have 4 minutes, so let’s get started naming fruits.

- Have the tables take turns reading the fruits they named by letter. After each letter ask the other groups if they had any additional fruits on their list.

- **Who knew there were so many kinds of fruits? And in all those colors!**

**Grow Lesson**

*What is a fruit?* Accept and acknowledge responses. **It is a part of a plant that has the seeds inside. There is one very special fruit whose seeds are on the outside. Can you think what that is named?** Hint: it’s red. **Strawberry.**

**In nature the sweet and watery pulp of the fruit helps protect the seed and makes it tasty to birds so they eat the pulp and spread the seeds around.** Then the seeds sprout and make more of the plant. We like to eat the fruit, too, because it’s sweet, juicy and delicious! Our bodies get the health benefit of the fiber, water and other nutrients that are in the fruit. The natural sugars in fruit give us energy to grow and play.

Garden activity: If available in the garden, students will learn how to harvest fruits: melons, grapes or tomatoes.

- **How can we tell if the fruit (specify what is being harvested)______________ is ready to be harvested?**
- **What is the correct way to harvest ______________?**
- **Remember it is important to wash everything we harvest before we eat it so we’ll do that now.**
- **It is important to wash our hands after we work in the garden and before we eat.**
Taste Lesson

Walk the students through the tasting, reminding them how we do our tastings.

- Please don’t touch your food until everyone has been served.
- We will taste together and step-by-step.
- We will evaluate the foods using our five senses. Remember what they are? Discuss each one.
  - Sight – what do you see? What color or shape is the food? Is there anything unusual about how it looks?
  - Smell – what does the sample smell like?
  - Touch – you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.
  - Hearing – what does the food sound like when you take a bite?
  - Taste – use descriptive words to tell the class what you taste.
- Now let’s all fill out our tasting chart together.
  Will you share some of your descriptions of what we just tasted? Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample. Acknowledge that everyone’s sense of taste is different and not everyone will like every fruit or vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.
- If you would prefer to make a different healthy choice, please write down the choice that you would make. Try to make your choice come from the same food group; that is, if we’re sampling a fruit that you’re not fond of or would rather not taste, then write down the name of a fruit you do like.

Wrap-Up

Let’s share one thing that you learned in today’s focus on fruits...

- Learn. We learned...
  - About the red Fruit Group on MyPyramid and MyPlate.
  - That the proportion of fruit on MyPlate is the fraction \( \frac{1}{4} \).
  - About the rainbow color groups.
  - What’s in fruits that make them so healthy: vitamins, minerals, fiber, color pigments and water?
  - How many different fruits there are!
• Grow. We learned...
  o That a fruit is a plant part that protects the seeds. It’s sweet and juicy to attract the birds that, in nature, spread the seeds around. The sweetness and juiciness make it delicious for us to eat as well!
  o How to harvest __________________.
• Taste. We...
  o Tasted ____________________.
  o Discussed using the five senses to evaluate the food.
  o Used the “I Tasted” worksheet.

We’re leaving some activities for you to complete on your own. We’re looking forward to seeing you next week, when we spend more time learning, growing and tasting! Remember to “focus on fruits” to eat smart!

Language Arts Activities

• 4th Grade: Write three to four step-by-step instructions on how to eat a _________ (name the fruit that was tasted today) for a person who has never seen a _________ before.
  Number the steps. Add a sentence stating why that person should try the _________! Be persuasive!

• 5th Grade: Write four to five step-by-step instructions on how to eat a _________ (name the fruit that was tasted today) for a person who has never seen a _________ before.
  Number the steps. Add two or three sentences stating why that person should try the _________! Be persuasive!

Math Activity

• Complete the “Strawberries for Everyone” worksheet.

References/Take home

## Education Standards

### Common Core Standards – English Language Arts (Grades 3, 4 and 5)

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### Common Core Standards - Math

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<td>• Represent and solve problems involving multiplication and division.</td>
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<td>• Understand properties of multiplication and the relationship between multiplication and division.</td>
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<tr>
<td>• Multiply and divide within 100</td>
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<td>• Solve problems involving the four operations and identify and explain patterns in arithmetic.</td>
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<tr>
<td>• Use the four operations with whole numbers to solve problems</td>
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<th>Operations and Algebraic Thinking 5.OA</th>
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<tr>
<td>• Write and interpret numerical expressions</td>
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<tr>
<td>• Analyze patterns and relationships</td>
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Fruits A to Z

A

B

C

D

E

F

G

H

I

J

K

L

M

Name                                                  Date

3-7
Language Arts Activity

- Write three to four step-by-step instructions on how to eat a ____________ (write the name of the fruit that was tasted today) for a person who has never seen a ____________ before.
- Number the steps in order.
- Add a sentence at the end stating why that person should try the _____________. Be persuasive!

Math Activity

- Complete the “Strawberries for Everyone” worksheet.
Focus on Fruits
Fall – Week 3 Activities
5th Grade

Language Arts Activities

- Write four or five step-by-step instructions on how to eat a ________________ (write the name of the fruit that was tasted today) for a person who has never seen a ________________ before.
- Number the steps in order.
- Add two or three sentences stating why that person should try the ________________. Be persuasive!

Math Activity

- Complete the “Strawberries for Everyone” worksheet.
Strawberries for Everyone!

Nutrition fact: Strawberries are loaded with the vitamins you need to grow and stay healthy.

1. There are 21 students in your class. If you want each student to have four strawberries, how many strawberries do you need to buy?

2. There are usually 16 strawberries in a pint. How many pints will you need to buy for each student in your class to have four strawberries?

3. One pint of strawberries is equal to two cups of strawberries. You need to buy enough pints for each student in our class to have four strawberries. How many cups of strawberries will you buy?

4. There are 170 students in your school. You want each student to have three strawberries. How many pints will you need to buy? Hint: there are usually ___ strawberries in a pint.

5. How many cups of strawberries will you have, if you buy enough strawberries for each student in your school to have three strawberries? Hint: one pint of strawberries is equal to ___ cups of strawberries.
¡Fresas para todos!

Información nutricional: las fresas están llenas de las vitaminas que necesitas para crecer y mantenerte saludable.

1. Hay 21 estudiantes en tu clase. Si quieres que cada estudiante reciba cuatro fresas, ¿cuántas fresas necesitas comprar?

2. Usualmente hay 16 fresas en una pinta. ¿Cuántas pintas necesitarás comprar para que cada estudiante de tu clase tenga cuatro fresas?

3. Una pinta de fresas es igual a dos tazas de fresas. Necesitas comprar suficientes pintas para que cada estudiante en nuestra clase tenga cuatro fresas. ¿Cuántas tazas de fresas comprarás?


5. ¿Cuántas tazas de fresas tendrás, si compras suficientes fresas para que cada estudiante en tu escuela tenga tres fresas? Pista: Una pinta de fresas es igual a ____ tazas de fresas.

Nombre
Fecha

Otoño – Lección 3
Strawberries for Everyone!

**ANSWER KEY**

Nutrition fact: Strawberries are loaded with the vitamins you need to grow and stay healthy.

1. There are 21 students in your class. If you want each student to have four strawberries, how many strawberries do you need to buy? **84**

2. There are usually 16 strawberries in a pint. How many pints will you need to buy for each student in your class to have four strawberries? **6**

3. One pint of strawberries is equal to two cups of strawberries. You need to buy enough pints for each student in our class to have four strawberries. How many cups of strawberries will you buy? **12**

4. There are 170 students in your school. You want each student to have three strawberries. How many pints will you need to buy? Hint: there are usually 16 strawberries in a pint. **32**

5. How many cups of strawberries will you have, if you buy enough strawberries for each student in your school to have three strawberries? Hint: one pint of strawberries is equal to 2 cups of strawberries. **64**
**10 tips to help you eat more fruits**

**Eating fruit provides health benefits.** People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

1. **keep visible reminders**
   Keep a bowl of whole fruit on the table, counter, or in the refrigerator.

2. **think about taste**
   Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.

3. **think about variety**
   Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4. **don’t forget the fiber**
   Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.

5. **be a good role model**
   Set a good example for children by eating fruit every day with meals or as snacks.

6. **include fruit at breakfast**
   At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.

7. **try fruit at lunch**
   At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

8. **experiment with fruit at dinner, too**
   At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

9. **snack on fruits**
   Dried fruits make great snacks. They are easy to carry and store well.

10. **keep fruits safe**
    Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.

**10 consejos para ayudarlo a comer más frutas**

*El consumo de frutas brinda beneficios de salud.* Las personas que comen más frutas y vegetales como parte de una dieta saludable integral tienen menos riesgos de presentar algunas enfermedades crónicas. Las frutas proveen nutrientes importantes para la salud, como el potasio, la fibra, la vitamina C y el ácido fólico. La mayoría de las frutas son naturalmente bajas en grasa, sodio y calorías. Ninguna de ellas contiene colesterol. Todas las frutas o los jugos de fruta 100% naturales forman parte del grupo de frutas. Las frutas pueden ser frescas, enlatadas, congeladas o secas, y pueden consumirse enteras, cortadas o en puré.

1. **manténgalas a la vista**
   Tenga un tazón de frutas enteras sobre la mesa, el mostrador de la cocina o en el refrigerador.

2. **piense en el sabor**
   Compre frutas frescas de temporada cuando sean menos costosas y estén maduras. Agregue frutas para endulzar una receta.

3. **piense en la variedad**
   Compre frutas secas, congeladas o enlatadas (en agua o 100% jugo), así como frutas frescas para tener siempre cantidades disponibles a mano.

4. **no olvide la fibra**
   Elija principalmente frutas enteras o cortadas en lugar de jugos, por los beneficios que la fibra le ofrece.

5. **dé el buen ejemplo**
   Dé buen ejemplo a los niños al consumir frutas todos los días con las comidas o como bocadillos.

6. **incluya frutas en el desayuno**
   En el desayuno, agregue bananas, duraznos o fresas a su cereal; agregue arándanos a sus panqueques; tome jugo de naranja o toronja 100% natural. O bien, pruebe fruta mezclada con yogur descremado o bajo en grasa.

7. **coma frutas con el almuerzo**
   Para el almuerzo, llévese una mandarina, banana o uvas, o elija frutas de un bar de ensaladas. Las frutas en contenedores individuales, como duraznos o puré de manzana, son fáciles y prácticas.

8. **pruebe frutas en la cena también**
   En la cena, agregue trocitos de piña a la ensalada de repollo, o incluya pedazos de naranja, arándanos secos o uvas en una ensalada mixta.

9. **coma frutas como bocadillos**
   Las frutas secas son excelentes bocadillos. Son fáciles de llevar y se conservan bien.

10. **lave bien las frutas**
    Lave las frutas antes de prepararlas o comerlas. Frote las frutas bajo agua corriente limpia para quitarles la suciedad y los microorganismos de la superficie. Después de enjuagarlas, séquelas con una toalla de cocina limpia.

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DG TipSheet No. 3
Septiembre 2011

EL USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.
Vary Your Veggies
Fall Lesson #4

Nutrition Messages

- Vary your veggies to “eat smart” and grow healthy!
- Make half of your plate fruits and vegetables!
- Eat a rainbow of vegetables!

Learning Objectives

- Students will be able to identify the green Vegetable stripe on MyPyramid and the green quadrant on MyPlate
- Students will be able to illustrate an appropriate meal proportion of vegetables using MyPlate.
- Students will be able to name a “rainbow” of vegetables.
- Students will be able to describe two health benefits of eating vegetables.
- Students will be able to describe that vegetables are plant parts.

Materials

- Laminated MyPyramid and MyPlate posters
- Student GYH Binders
- Week 4 handouts*: Mean, Median and Mode work-sheet, grade-specific Week 4 Activity Sheets, DG Tipsheet Add More Veggies, A-Z Vegetables Worksheet (1 per work group)
- Lined GYH paper
- Pencils*
- Hand sanitizer or sani-wipes  Napkins*  Paper towels
- Washed and prepped fresh vegetable for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student

* 1 per student
Lesson Preparation

Gather supplies. Display posters. Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal vegetable to taste (e.g., squash, carrots, beets, etc). Note: If you have onions, potatoes and sunflower heads ready for harvest, do so this week so they be used in an upcoming lesson.

Write vocabulary on the board/ELMO: Eat smart, MyPyramid, MyPlate, Vegetables, Rainbow, Red, Orange/yellow, Green, Blue/purple, White and brown

Review

Who remembers what we talked about last time we met? (Allow time for a number of responses.) Last week our lesson was called “Focus on Fruits.” We talked about...

- The red Fruit Group on MyPyramid and MyPlate.
- That the proportion of fruit on MyPlate is the fraction \( \frac{1}{4} \).
- About the rainbow color groups.
- What’s in fruits that make them so healthy? Vitamins, minerals, fiber, color pigments and water.
- We named lots of fruits. How many different fruits there are!
- That a fruit is a plant part that protects the seeds. It’s sweet and juicy to attract the birds that, in nature, spread the seeds around. The sweetness and juiciness make it delicious for us to eat as well!
- How to harvest __________.
- We tasted ____________.
- We used our five senses to evaluate the food.

Learn, Grow, Taste

Today we will

- Learn how to eat smart by “varying our veggies,” to grow strong and be healthy.
- Grow – Harvest _____________. (Optional: Dig potatoes and onions and let dry in a cool dark place over the week. Harvest ripe sunflower heads and collect the seeds for drying so they can be roasted and served at an upcoming lesson.)
- Taste _________________.

4-2
Learn Lesson

Are you ready to talk about the vegetable or “veggie” group?

- **Point to the MyPyramid and MyPlate posters:** *Who can tell me the color of the vegetable stripe on MyPyramid? Green.*
- **Is it the same color on MyPlate?** Yes.
- **What does MyPlate tell us about how much vegetable to eat at each meal?** ¼ of our plate.
- **What fraction of the plate should be vegetable?** Ask the students to write the fraction ¼ using numbers and words.
- **So if we add vegetables and fruits together, how much of our plate will be filled up?** ½. That’s right! Remember the phrase: Make half your plate fruits and veggies!
- **Can you write those fractions using numbers and words?** ¼ = one-fourth; ½ = one half.
- **Why is it important to eat vegetables?** Record students’ answers. *Vegetables have different ingredients such as vitamins, minerals, fiber and water that help our body grow, be healthy and help our brain work its best.*
- **Why do you think we say “Eat a rainbow” of vegetables?** Praise or acknowledge student responses. Just like we learned last week about fruits, the different colors in vegetables actually do special jobs in the body to keep us healthy. It’s important to eat vegetables (and fruits, too!) from all of the color groups: Red, orange/yellow, green, blue/purple, white and brown
- **Now I’ll have you work in groups.** Just like that we did last week with fruits, today we’ll see how many different vegetables you can think of. Have the students work in four or five groups, providing one “A-Z Vegetables” worksheet to each group. I want you to write down the names of as many vegetables as you can think of for each letter of the alphabet using this A to Z worksheet. And I’d like you to do it by color! So start by listing all the red vegetables you know, then the orange/yellow ones and so on (point to the color group names on the board). You’ll have four minutes, so let’s get started naming vegetables!
- Have the groups of students take turns reading the vegetables they named by letter. After each letter ask the other groups if they had any additional vegetables on their list.
- **Who knew there were so many kinds of vegetables? And in all those colors!**

Grow Lesson

Last week we talked about what a fruit was. *Can anyone describe a fruit?* Accept answers. A fruit is a part of the plant that holds its seeds, usually in a sweet, juicy pulp. That fruit, which is so yummy to birds and animals, is also delicious and nutritious! Now let’s talk about what a vegetable is. Do you have any ideas?
• A vegetable is an edible part of a plant. The plant parts we eat include roots—
that grow below ground—and stems, leaves, seeds and flowers—that grow
above ground. We’ll talk a lot more about this in the spring but for now, every
time you eat a vegetable think about what part of the plant it might be.

Students will continue to harvest crops that are ready: ___________________________

Note: Include for harvest if available onions, potatoes and sunflower heads. Dig potatoes and
onions and let dry in a cool dark place over the week, to be prepared and served in an
upcoming lesson.

• How can we tell when ________________________is ready to be harvested?
• What is the correct way to harvest ________________________?
• What plant part are we harvesting? Did it grow above ground or below?
• It is important to wash everything we harvest before we eat it.
• It is important to wash our hands after we work in the garden and before we eat.

Taste Lesson

Walk the students through the tasting, reminding them how we do our tastings.

• Please don’t touch your food until everyone has been served.
• We will taste together and step-by-step.
• We will evaluate the foods using our five senses. Remember what they are? Discuss each
  one.
  o Sight – what do you see? What color or shape is the food? Is there anything
    unusual about how it looks?
  o Smell – what does the sample smell like?
  o Touch – you’ll use descriptive words to tell the class what your tasting sample
    feels like with your fingers and in your mouth.
  o Hearing – what does the food sound like when you take a bite?
  o Taste – use descriptive words to tell the class what you taste.
• Now let’s all fill out our tasting chart together.

Will you share some of your descriptions of what we just tasted? Encourage each
student to share at least one descriptor. Emphasize and reinforce willingness to sample.
Acknowledge that everyone’s sense of taste is different and not everyone will like every
vegetable that is offered and that is OK. Note that sense of taste and what foods we
like/dislike can change over time, so it’s important that they be open to re-tasting.

• If you would prefer to make a different healthy choice, please write down the choice that
  you would make. Try to make your choice come from the same food group; that is, if
we’re sampling a vegetable that you’re not fond of or would rather not taste, then write down the name of a vegetable you do like.

Wrap-Up

Let’s share one thing that you learned in today’s Vary your Veggies lesson...

• Learn. We learned...
  o About the green Vegetable Group on MyPyramid and MyPlate.
  o That the proportion of vegetables on MyPlate is the fraction ¼ (one-fourth).
  o That the proportion of vegetables and fruits together on MyPlate is the fraction ½ (one-half).
  o About the rainbow color groups.
  o What’s in vegetables that make them so healthy: vitamins, minerals, fiber, color pigments and water.
  o How many different vegetables there are!

• Grow. We learned...
  o That a vegetable is an edible plant part.
  o The below-ground plant parts we eat are roots.
  o The above-ground parts we eat are stems, leaves, seeds and flowers.
  o How to harvest ____________.
  o The part of the plant we harvested was the ______________.

• Taste. We...
  o Tasted ______________.
  o Discussed using the five senses to evaluate the food.
  o Used the “I Tasted” worksheet.

We’re leaving some activities for you to complete on your own. We’re looking forward to seeing you next week, when we spend more time learning, growing and tasting! Remember to vary your veggies!

Language Arts Activity

• 4th Grade: Write a paragraph of three to four sentences persuading a reluctant friend to try ______________ (name a vegetable you tasted today). Let your friend know what part of the plant they will be trying: ______________.

• 5th Grade: Write a paragraph of four to five sentences persuading a reluctant friend to try ______________ (name a vegetable you tasted today). Let your friend know what part of the plant they will be trying: ______________.
  o Be sure to include at least one sentence about the health benefits of eating that vegetable!
Math Activity

- “Mean, Median and Mode” worksheet

References/resources:


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Name: ___________________________  Date: ___________________________
Language Arts Activity

- Write a paragraph of three to four sentences persuading a reluctant friend to try potatoes (name a vegetable you tasted today). Let your friend know what part of the plant they will be trying: Tuber Root.

Math Activity

- Complete the “Mean, Median and Mode” worksheet.
Language Arts Activities

- Write a paragraph of four to five sentences persuading a reluctant friend to try potatoes (name a vegetable you tasted today). Let your friend know what part of the plant they will be trying: Tuber Root
  - Be sure to include at least one sentence about the health benefits of eating that vegetable!

Math Activities

- Complete the “Mean, Median and Mode” worksheet.
Mean, Median and Mode

Mean
The average of a collection of numbers. Add all the numbers together and divide that total by how many numbers are in the set.

Median
The number in the middle - or the mean of the two numbers in the middle - in an ordered set of numbers.

Mode
The number or category that is listed most often in a set of numbers.

Nutrition Fact: Red tomatoes are rich in lycopene. This pigment that gives them their deep color fights off disease and keeps us well.

The tomato varieties planted in the school garden produced the following number of fruits:

Find the **Mean** for each set of tomatoes.

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Stupice</td>
<td>14, 17, 28, 5, 7, 19</td>
<td>(14 + 17 + 28 + 5 + 7 + 19) / 6 = 14.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Oaxacan Pink</td>
<td>15, 20, 22, 18, 13, 17</td>
<td>(15 + 20 + 22 + 18 + 13 + 17) / 6 = 17.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sun Gold</td>
<td>42, 40, 38, 44, 46, 36</td>
<td>(42 + 40 + 38 + 44 + 46 + 36) / 6 = 40.67</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Brandywine</td>
<td>9, 11, 13, 17, 19, 21</td>
<td>(9 + 11 + 13 + 17 + 19 + 21) / 6 = 14.00</td>
<td></td>
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</tbody>
</table>

Find the **Median** for each set of tomatoes.

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<tbody>
<tr>
<td>1</td>
<td>Ace</td>
<td>8, 9, 13, 11, 5</td>
<td>(9 + 13) / 2 = 11.00</td>
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<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Sweet 100</td>
<td>21, 22, 23, 24, 25</td>
<td>(22 + 23) / 2 = 22.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Roma</td>
<td>42, 40, 38, 44, 46, 36</td>
<td>(40 + 44) / 2 = 42.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Striped German</td>
<td>11, 13, 9, 17, 19, 21</td>
<td>(13 + 17) / 2 = 15.00</td>
<td></td>
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</table>

Find the **Mode** for each set of tomatoes.

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<tr>
<td>1</td>
<td>Black Krim</td>
<td>3, 8, 11, 8, 19, 12, 19, 9</td>
<td>8, 11, 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Green Grape</td>
<td>21, 22, 23, 24, 25, 21</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>San Marzano</td>
<td>11, 11, 12, 12, 12, 12</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Beefsteak</td>
<td>38, 39, 40, 41, 42, 43</td>
<td>38, 39, 40, 41, 42, 43</td>
<td></td>
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</table>

Name __________________________  Date __________________________

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An EEO/AA institution

Grow Yourself Healthy

Fall – Lesson 4
Media, mediana y modo

El promedio de una serie de números. Suma todos los números y divide ese total por cuantos números hay en la serie.

El número en el medio o el promedio (mediana) de los dos números en el medio, en una serie ordenada de números.

El número o la categoría que aparece más frecuentemente en una serie de números.

Información Nutricional: Los tomates rojos son ricos en licopeno. Este pigmento que les da su color intenso, combate las enfermedades y nos mantiene bien.

Las variedades de tomates plantados en el jardín de la escuela produjeron los siguientes números de frutas:

Encuentra el promedio para cada conjunto de tomates. Respuestas

1) Stupice 14, 17, 28, 5, 7, 19
2) Oaxacan Pink 15, 20, 22, 18, 13, 17
3) Sun Gold 42, 40, 38, 44, 46, 36
4) Brandywine 9, 11, 13, 17, 19, 21

Encuentra la mediana de cada conjunto de tomates.

1) Ace 8, 9, 13, 11, 5
2) Sweet 100 21, 22, 23, 24, 25
3) Roma 42, 40, 38, 44, 46, 36
4) Striped German 11, 13, 9, 17, 19, 21

Encuentra el modo de cada conjunto de tomates

1) Black Krim 3, 8, 11, 8, 19, 12, 19, 9
2) Green Grape 21, 22, 23, 24, 25, 21
3) San Marzano 11, 11, 11, 12, 12, 12
4) Beefsteak 38, 39, 40, 41, 42, 43

Nombre
Fecha
Mean, Median and Mode

ANSWER KEY

Mean
The average of a collection of numbers. (Add all the numbers and divide by how many numbers are in the set.)

Median
The number in the middle or the mean of the two numbers in the middle, in an ordered set of numbers.

Mode
The value or category that is listed most often in a set of numbers.

Nutrition Fact: Red tomatoes are rich in lycopene. This pigment that gives them their deep color fights off disease and keeps us well.

The tomato varieties planted in the Mariposa garden produce the following numbers:

Find the Mean for each set of tomatoes.

1) Stupice Variety
15, 14, 17, 28, 5, 7, 19
2) Oaxacan Pink Variety
17.5, 15, 20, 22, 18, 13, 17
3) Sun Gold Variety
41, 42, 40, 38, 44, 46, 36
4) Brandywine Variety
17, 9, 11, 13, 17, 19, 21

Find the Median for each set of tomatoes.

1) Stupice Variety
8, 9, 13, 11, 5
2) Oaxacan Pink Variety
23, 21, 22, 23, 24, 25
3) Sun Gold Variety
41, 42, 40, 38, 44, 46, 36
4) Brandywine Variety
13, 11, 13, 9, 17, 19, 21

Find the Mode for each set of tomatoes.

1) Stupice Variety
19, 3, 8, 11, 8, 19, 12, 19, 9
2) Oaxacan Pink Variety
21, 21, 22, 23, 24, 25, 21
3) Sun Gold Variety
12, 11, 11, 12, 12, 12, 12
4) Brandywine Variety
41, 38, 39, 40, 41, 42, 43
10 tips to help you eat more vegetables

It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1. discover fast ways to cook
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2. be ahead of the game
   Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.

3. choose vegetables rich in color
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4. check the freezer aisle
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5. stock up on veggies
   Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as “reduced sodium,” “low sodium,” or “no salt added.”

6. make your garden salad glow with color
   Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.

7. sip on some vegetable soup
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8. while you’re out
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9. savor the flavor of seasonal vegetables
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer’s market.

10. try something new
    You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.
agregue más vegetales a sus comidas diarias

10 consejos para ayudarlo a comer más vegetales

¡Comer más vegetales es fácil! Comer vegetales es importante porque contienen vitaminas y minerales y no contienen muchas calorías. Para incluir más vegetales en sus comidas, siga estos sencillos consejos. Es más fácil de lo que piensa.

1 descubra maneras de cocinar rápido
Cocine vegetales frescos o congelados en el horno de microondas para añadir un plato rápido y fácil a cualquier comida. Coloque pimientos, zanahorias o brócoli en un tazón con poca agua para cocerlos al vapor en el horno de microondas y crear un acompañamiento rápido.

2 prepare ingredientes por adelantado
Piéque porciones de pimientos, zanahorias o brócoli. Embólselos para usarlos cuando esté apurado. Puede disfrutarlos en ensaladas, con aderezos o en tortillas de harina enrolladas con vegetales.

3 elija vegetales de colores brillantes
Avive su plato con vegetales color rojo, anaranjado o verde oscuro. Están repletas de vitaminas y minerales. Pruebe calabacín, tomates cereza, camotes o berza. No sólo son ricos en sabor sino muy nutritivos también.

4 busque en el congelador
Los vegetales congelados son rápidos y fáciles de usar, y son tan nutritivos como los frescos. Pruebe añadir maíz, guisantes, habichuelas tiernas, espinacas o guisantes dulces congelados a algunos de sus platos favoritos, o bien prepárelos como acompañamientos.

5 pruebe vegetales enlatados
Los vegetales enlatados son un buen complemento a cualquier comida, así que tenga a la mano tomates, frijoles rojos, garbanzos, zetas y remolachas enlatadas. Elija latas marcadas “bajo en sodio,” “sodio reducido,” o “sin sal adicional” (“low in sodium,” “reduced sodium,” or “without added salt”).

6 haga que sus ensaladas brillen de color
Avive sus ensaladas con vegetales de colores brillantes como frijoles negros, pimientos dulces rojos, rábano rayado, col roja picada o berro. Sus ensaladas no sólo se verán muy bien sino que también serán deliciosas.

7 pruebe sopas de vegetales
Caliéntelas y cómalas. Pruebe sopas de tomate, calabacín o verduras. Busque sopas con contenido de sodio reducido o bajo.

8 si sale a comer
Si sale a cenar, no se preocupe. Al pedir su plato, pida vegetales o ensalada como acompañamiento en lugar de los fritos típicos.

9 disfrute del sabor de las vegetales de temporada
Para obtener el mejor sabor al más bajo costo, compre vegetales de temporada. Busque las ventas especiales de sus supermercados locales para encontrar las mejores compras de temporada. Visite también el mercado de su comunidad (farmers markets).

10 pruebe algo nuevo
Si no lo prueba, nunca sabrá si le gusta. Elija un vegetal que no haya probado antes, agréguela a una receta o busque en internet para ver cómo prepararla.


DG TipSheet No. 2
Septiembre 2011
EL USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.
Make Half Your Grains Whole
Fall Lesson #5

Nutrition Message

• Make half your grains whole grain!
• Choose whole grains to “eat smart” and be healthy!

Learning Objectives

• Students will be able to identify the orange Grains stripe on MyPyramid and the orange Grains quadrant on MyPlate.
• Students will be able to illustrate an appropriate meal proportion of grains using MyPlate.
• Students will be able to describe at least two differences between a whole grain and a processed grain.
• Students will be able to describe the health benefits of eating whole grains.
• Students will be able to describe that grains are plant parts: seeds.
• Students will be able to identify and name foods that belong in the grain group.

Materials

• Laminated MyPyramid and MyPlate posters, Grain Anatomy display graphic
• Student GYH Binders
• Week 5 handouts*: Digits work-sheet, DG 10 Tips Make Half Your Grains Whole, grade-specific Week 5 Activity Sheets,
• Lined GYH paper Pencils*
• Hand sanitizer or sani-wipes * Napkins* Paper towels
• Fresh corn if available; pending availability, additional washed and prepped fresh vegetable for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student. Samples of whole grain foods – crackers, popcorn or cereal if no fresh foods available.
• Optional: Place examples of cereal grains in 2 ounce paper cups: wheat berries, dried corn (or seed corn), brown rice, barley, millet, etc.
• Sunflower seed heads prepped for next week’s lesson.

* 1 per student
Lesson Preparation

Gather supplies. Display posters and whole grain graphic. Harvest or purchase fresh corn if available or select a whole grain food for sampling (whole grain crackers, whole wheat bread or tortilla cut in sample-sized portions). Optional: Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal vegetable to taste (e.g., squash, carrots, beets, etc).

Write vocabulary on the board/ELMO: Eat smart, MyPyramid, MyPlate, whole grains, refined grains, seed, kernel, bran, endosperm, germ, embryo, carbohydrate

Review

Who remembers what we talked about last time we met? (Allow time for a number of responses.) Last week our lesson was called “Vary Your Veggies.”

- Learn. We learned…
  - About the green Vegetable Group on MyPyramid and MyPlate.
  - That the proportion of vegetables on MyPlate is the fraction $\frac{1}{4}$.
  - That the proportion of vegetables and fruits together on MyPlate is the fraction $\frac{1}{2}$.
  - That it’s important to “eat a rainbow” of different colored vegetables.
  - What’s in vegetables that make them so healthy: vitamins, minerals, fiber, color pigments and water.
  - How many different vegetables there are!
- Grow. We learned…
  - That a vegetable is an edible plant part.
  - The plant parts we eat include roots, stems, leaves, seeds and flowers.
  - How to harvest __________ (Include potatoes and sunflower heads if harvested)
  - The part of the plant(s) we harvested was/were the ______________.
- Taste. We...
  - Tasted ______________.

Learn, Grow, Taste

Today we will...

- Learn about the Grains group and how to eat smart by “Making Half our Grains Whole.”
- Grow – Harvest ______________. We’ll also check on our sunflower seeds and make sure they’re drying nicely.
• Taste ___________________. (Prepare and sample fresh corn, if available. Optional: prepare and taste the onions and potatoes harvested last week.)

Learn Lesson

Are you ready to talk about the grains group?

• Pointing to the MyPyramid and MyPlate posters: Who can tell me the color of the grains stripe on MyPyramid? Orange.
• Is it the same color on MyPlate? Yes.
• What does MyPlate tell us about how much grain to eat at each meal? ¼ of our plate.
• What fraction of the plate should be grain? Ask the students to write the fraction ¼ using numbers and words
• What exactly is a grain? A grain is the seed of certain grasses grown for food. Another word for seed is kernel. Point to the words on the Vocabulary list.
• Can you name any grains? Wheat, rice, oats, corn, barley, rye, buckwheat, millet, quinoa, etc.
• Who can name foods made from those grains? Bread, cereals, pasta, crackers
• Show whole grain examples, if available, and note variations in size, from the tiny millet and quinoa to corn. Let’s take a look at what a grain looks like up close. Show Whole Grain diagram.
• We can see the grain is made up of three parts:
  1) the outer covering or layers of bran, which give us lots of good fiber to keep our insides healthy
  2) the endosperm, which is the starchy middle of the grain. This part gives us carbohydrate, which gives us energy to fuel our body and brain.
  3) the tiny germ or embryo which is where the seed will sprout from. If we get it wet, the seed will sprout and grow a new plant. This part is rich in vitamins and minerals.
• When we use the term whole grain or see it on a food package, we’re talking about the entire grain kernel – the bran, germ and endosperm.
• Have you heard the term refined grains? Does anyone know what that means? It means the grain kernels have been processed to remove the bran and germ. When we do that we also take away the nutrition and fiber that was in those parts.
• So which are better for our bodies- whole grains or refined ones? Whole grains are better for our body.
• Our goal is to aim for at least half of the grains on our plates being whole grain. You can read the words right on food packages to tell. Pass around two to three food package examples.
**Grow Lesson**

Last week we talked about what a vegetable was. Who can tell me? Accept all responses. A vegetable is an edible part of a plant. The plant parts we eat include roots, stems, leaves, seeds and flowers. Today we just talked about what grains are, what type of plants they come from (grasses grown for food) and what plant part a grain is. The seed, right? Show a whole ear of corn, and harvest more if available in the garden.

- **How can we tell when ________________________is ready to be harvested?** If corn is available, it is ready for harvesting when the ear has filled out and the bottom end of the ear feels rounded or blunt, not pointed; this occurs about three weeks after the silk appears at the top of the ear.
- **What is the correct way to harvest ________________________?** Push down firmly on each ear and twist off.
- **What plant part are we harvesting?** The seeds.
- **It is important to wash everything we harvest before we eat it.**
- **It is important to wash our hands after we work in the garden and before we eat.**

Students will continue to harvest crops that are ready.

**Taste Lesson**

Walk the students through the tasting, reminding them how we do our tastings. If no harvesting is done from the garden, offer whole grain crackers or other whole grain food for tasting.

- **Please don’t touch your food until everyone has been served.**
- **We will taste together and step-by-step.**
- **We will evaluate the foods using our five senses. Remember what they are?** Discuss each one.
  - **Sight –** what do you see? What color or shape is the food? Is there anything unusual about how it looks?
  - **Smell –** what does the sample smell like?
  - **Touch –** you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.
  - **Hearing –** what does the food sound like when you take a bite?
  - **Taste –** use descriptive words to tell the class what you taste.
- **Now let’s all fill out our tasting chart together.**

*Will you share some of your descriptions of what we just tasted?* Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample.
Acknowledge that everyone’s sense of taste is different and not everyone will like every vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.

- If you would prefer to make a different healthy choice, please write down the choice that you would make. Try to make your choice come from the same food group; that is, if we’re sampling a grain that you’re not fond of or would rather not taste, then write down the name of a grain you do like.

Wrap-Up

Let’s share one thing that you learned in today’s “Make Half Your Grains Whole” lesson …

- Learn. We learned...
  - About the orange Grains Group on MyPyramid and MyPlate.
  - That the proportion of Grains on MyPlate is the fraction \( \frac{1}{4} \).
  - The names of different cereal grains: wheat, oats, corn, rice, barley, rye, millet, etc.
  - That we should aim for making half our grains choices from whole grains.
  - What are the three parts to a grain? Bran, endosperm, germ or embryo
  - What’s in whole grains that make them so healthy? vitamins, minerals, fiber,

- Grow. We learned...
  - That a grain is an edible plant part of certain grasses grown from food. Seeds.
  - How to harvest __________.
  - The part of the plant we harvested was the ____________.

- Taste. We...
  - Tasted ____________.
  - Discussed using the five senses to evaluate the food.
  - Used the “I Tasted” worksheet

We’re leaving some activities for you to complete on your own. We’re looking forward to seeing you next week, when we spend more time learning, growing and tasting!
Language Arts Activity

- 4th and 5th Grades – Write a poem about your favorite healthy grain. 4th Grade: Write at least four to five lines. 5th Grade: Write at least six lines. Here’s an example just to get you started thinking, a poem called Grains:
  
  Oatmeal
  Is a big deal

  Whole wheat  
  Is such a treat   

  Why not
  
  Try rye?

Math Activity

- Complete the Digits worksheet.

Resources


Education Standards

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<thead>
<tr>
<th>Common Core Standards – English Language Arts (Grades 3, 4 and 5)</th>
</tr>
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<tbody>
<tr>
<td><strong>Writing Standards</strong> (Grade-specific expectations)</td>
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<tr>
<td>- Production and Distribution of Writing</td>
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<tr>
<td>- Research to Build and Present Knowledge</td>
</tr>
<tr>
<td>- Range of Writing</td>
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<tr>
<td><strong>Language Standards</strong> (Grade-specific expectations)</td>
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<tr>
<td>- Knowledge of Language</td>
</tr>
<tr>
<td>- Vocabulary Acquisition</td>
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<tr>
<th>Common Core Standards - Math</th>
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<tr>
<td><strong>Numbers and Operations – Fractions</strong></td>
</tr>
<tr>
<td>- Develop understanding of fractions as numbers</td>
</tr>
<tr>
<td><strong>Numbers and Operations – Fractions</strong></td>
</tr>
<tr>
<td>- Extend understanding of fraction equivalence and ordering</td>
</tr>
<tr>
<td>- Understand decimal notation for fractions, and compare decimal fractions</td>
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<tr>
<td><strong>Numbers and Operations – Fractions</strong></td>
</tr>
<tr>
<td>- Use equivalent fractions as a strategy to add and subtract fractions</td>
</tr>
<tr>
<td>- Apply and extend previous understandings of multiplication and division to multiply and divide fractions</td>
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</table>
Grain Anatomy

WHEOLGRAINSCOUNCIL.ORG
Make Half Your Grains Whole!
Fall - Week 5 Activities
4th Grade

Language Arts Activity

- Write a poem about your favorite healthy grain. Write at least four to five lines. Here’s an example:

  Grains
  Oatmeal
  Is a big deal
  Whole wheat
  Is such a treat
  Why not
  Try rye?

Math Activity

- Complete the Digits worksheet.
Make Half Your Grains Whole!
Fall - Week 5 Activities
5th Grade

Language Arts Activity

- Write a poem about your favorite healthy grain. Write at least six lines. Here’s an example:
  Grains
  Oatmeal
  Is a big deal
  Whole wheat
  Is such a treat
  Why not
  Try rye?

Math Activity

- Complete the Digits worksheet.
Digits
Make half your grains whole!
(Circle the correct answer.)

1. Which of the following is larger than 20.5 pounds of oats?
   a. 20 ½ pounds of oats
   b. 20 pounds of oats
   c. 20.25 pounds of oats
   d. 20 ¾ pounds of oats

2. Which of the following is less than 36 pounds of wheat?
   a. 36 ½ pounds of wheat
   b. 36 pounds of wheat
   c. 36.25 pounds of wheat
   d. 35 ¾ pounds of wheat

3. These numbers show ears of corn. Which set of numbers is in order from smallest to largest number of ears of corn?
   a. 2, 4, 8, 7, 10
   b. 17, 18, 14, 12, 10
   c. 6, 9, 12, 15, 18, 21
   d. 8, 7, 9, 6, 11, 14

4. These numbers show pounds of brown rice. Which set of numbers is in order from largest to smallest amount of brown rice?
   a. 4.2, 4.3, 4.1, 4.8, 4.7
   b. 11.5, 11.2, 10.5, 10.3, 10.1
   c. 17.5, 16.4, 16.7, 15.8, 14.3

5. You have 205,892 pounds of rye. The digit 5 is in which place?
   a. Hundreds place
   b. Thousands place
   c. Ten thousands place

6. You have 1,467,982 wheat crackers. What digit is in the ten thousands place?
   a. 9
   b. 8
   c. 6
   d. 7

Name ____________________________ Date ____________________________
Dígitos

¡Haz que la mitad de tus granos sean enteros!
(Marca con un círculo la respuesta correcta.)

1. ¿Cuál de los siguientes es mayor que 20.5 libras de avena?
   a. 20 ½ libras de avena
   b. 20 libras de avena
   c. 20.25 libras de avena
   d. 20 ¾ libras de avena

2. ¿Cuál de los siguientes es menor que 36 libras de trigo?
   a. 36 ½ libras de trigo
   b. 36 libras de trigo
   c. 36.25 libras de trigo
   d. 35 ¾ libras de trigo

3. Estos números representan mazorcas de maíz. ¿Qué conjunto de números está ordenado del menor al mayor número de mazorcas de maíz?
   a. 2, 4, 8, 7, 10
   b. 17, 18, 14, 12, 10
   c. 6, 9, 12, 15, 18, 21
   d. 8, 7, 9, 6, 11, 14

4. Estos números representan libras de arroz integral. ¿Qué conjunto de números está ordenado de mayor cantidad a menor cantidad de arroz integral?
   a. 4.2, 4.3, 4.1, 4.8, 4.7
   b. 11.5, 11.2, 10.5, 10.3, 10.1
   c. 17.5, 16.4, 16.7, 15.8, 14.3

5. Tienes 205,892 libras de centeno. ¿Qué lugar ocupa el dígito 5?
   a. Lugar de las centenas
   b. Lugar de mil
   c. Lugar de decenas de mil

6. Tienes 1,467,982 galletas de trigo. ¿Qué dígito está en el lugar de las decenas de mil?
   a. 9
   b. 8
   c. 6
   d. 7
Digs

ANSWER KEY

Make half your grains whole!

The correct answer is shown in red.

1. Which of the following is larger than 20.5 pounds of oats?
   a. 20 ½ pounds of oats
   b. 20 pounds of oats
   c. 20.25 pounds of oats
   d. 20 ¾ pounds of oats

2. Which of the following is less than 36 pounds of wheat?
   a. 36 ½ pounds of wheat
   b. 36 pounds of wheat
   c. 36.25 pounds of wheat
   d. 35 ¾ pounds of wheat

3. These numbers show ears of corn. Which set of numbers is in order from smallest to largest number of ears of corn?
   a. 2, 4, 8, 7, 10
   b. 17, 18, 14, 12, 10
   c. 6, 9, 12, 15, 18, 21
   d. 8, 7, 9, 6, 11, 14

4. These numbers show pounds of brown rice. Which set of numbers is in order from largest to smallest amount of brown rice?
   a. 4.2, 4.3, 4.1, 4.8, 4.7
   b. 11.5, 11.2, 10.5, 10.3, 10.1
   c. 17.5, 16.4, 16.7, 15.8, 14.3

5. You have 205,892 pounds of rye. The digit 5 is in which place?
   a. Hundreds place
   b. Thousands place
   c. Ten thousands place

6. You have 1,467,982 wheat crackers. What digit is in the ten thousands place?
   a. 9
   b. 8
   c. 6
   d. 7
**10 tips**

**Nutrition Education Series**

**10 tips to help you eat whole grains**

---

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples. Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases.

---

**1. make simple switches**
To make half your grains whole grains, substitute a whole-grain product for a refined-grain product. For example, eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice.

**2. whole grains can be healthy snacks**
Popcorn, a whole grain, can be a healthy snack. Make it with little or no added salt or butter. Also, try 100% whole-wheat or rye crackers.

**3. save some time**
Cook extra bulgur or barley when you have time. Freeze half to heat and serve later as a quick side dish.

**4. mix it up with whole grains**
Use whole grains in mixed dishes, such as barley in vegetable soups or stews and bulgur wheat in casseroles or stir-fries. Try a quinoa salad or pilaf.

**5. try whole-wheat versions**
For a change, try brown rice or whole-wheat pasta. Try brown rice stuffing in baked green peppers or tomatoes, and whole-wheat macaroni in macaroni and cheese.

**6. bake up some whole-grain goodness**
Experiment by substituting buckwheat, millet, or oat flour for up to half of the flour in pancake, waffle, muffin, or other flour-based recipes. They may need a bit more leavening in order to rise.

**7. be a good role model for children**
Set a good example for children by serving and eating whole grains every day with meals or as snacks.

**8. check the label for fiber**
Use the Nutrition Facts label to check the fiber content of whole-grain foods. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

**9. know what to look for on the ingredients list**
Read the ingredients list and choose products that name a whole-grain ingredient first on the list. Look for “whole wheat,” “brown rice,” “bulgur,” “buckwheat,” “oatmeal,” “whole-grain cornmeal,” “whole oats,” “whole rye,” or “wild rice.”

**10. be a smart shopper**
The color of a food is not an indication that it is a whole-grain food. Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not 100% whole-grain products, and may not contain any whole grain.

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Go to www.ChooseMyPlate.gov for more information.
haga que la mitad de los granos que consume sean integrales

10 consejos para ayudarlo a consumir granos integrales

Los alimentos hechos con trigo, arroz, avena, maíz, cebada o cualquier otro grano de cereal son productos de granos. El pan, los fideos y tallarines, la avena, los cereales para el desayuno, las tortillas de harina y la sémola son ejemplos de estos productos. Los granos se dividen en 2 subgrupos: **granos integrales y granos refinados**. Los granos integrales contienen el grano completo; es decir, la cáscara, el germen y el saco embrionar. Las personas que consumen granos integrales como parte de una dieta saludable tienen menos riesgo de presentar algunas enfermedades crónicas.

1. **haga cambios sencillos**
   Para que la mitad de los granos que consume sean integrales, sustituya un producto de granos refinados con uno de granos integrales. Por ejemplo, coma pan o rosca de pan de 100% trigo en lugar de pan o rosca de pan blanco, o bien coma arroz integral en lugar de arroz blanco.

2. **los granos integrales son bocadillos sanos**
   Las palomitas de maíz son hechas de granos integrales y por lo tanto son bocadillos sanos. Prepárelas sin o con poca sal o mantequilla. Pruebe también galletas 100% de trigo integral o centeno.

3. **ahorre tiempo**
   Cocine cantidades adicionales de trigo burgol o cebada cuando tenga tiempo. Congele la mitad para calentar y servir más adelante como complemento rápido.

4. **mézclelo con granos integrales**
   Use granos integrales en platos mixtos, como la cebada en sopas o guisados de vegetales y el trigo burgol en platos salteados o cazuelas. Pruebe ensaladas o plantos de quinua.

5. **pruebe versiones de trigo integral**
   Para variar, pruebe el arroz integral o fideos y tallarines de trigo integral. Pruebe tomates o pimientos verdes horneados rellenos de arroz integral y macarrones de trigo integral en platos de macarrones con queso.

6. **hornee antojitos con granos integrales**
   Experimente y reemplace con trigo sarraceno, mijo o harina de avena hasta la mitad del contenido de harina de los panqueques, waffles, molletes y otras recetas con contenido de harina. Tal vez necesite un poco más de levadura para que leuden.

7. **de buen ejemplo a los niños**
   De buen ejemplo a los niños al servir y consumir granos integrales todos los días con las comidas o como bocadillos.

8. **verifique el contenido de fibra**
   Use la etiqueta de datos de nutrición para verificar el contenido de fibra de los productos de granos integrales. Las buenas fuentes de fibra contienen 10% a 19% del valor diario. Las fuentes excelentes contienen un 20% o más.

9. **sepa qué buscar en las listas de ingredientes**
   Lea las listas de ingredientes y elija productos que incluyan granos integrales como el primer ingrediente de la lista. Busque “trigo integral,” “arroz integral,” “burgol,” “alforfon,” “avena,” “harina de maíz integral,” “avena de grano integral,” “centeno integral,” o “arroz silvestre” (busque “whole grain”).

10. **sea un comprador instruido**
    El color de un alimento no indica que se trate de un alimento de granos integrales. Por lo general, los alimentos con etiquetas que dicen “multigrano”, “molido a piedra”, “100% trigo”, “trigo partido”, “siete granos” o “salvado” no son productos 100% de granos integrales, y es posible que no contengan ningún grano integral.

**DG TipSheet No. 4**
Septiembre 2011

EL USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.
Vary Your Protein Choices
Fall Lesson #6

Nutrition Message

• Vary your protein choices to grow strong and healthy!

Learning Objectives

• Students will be able to identify the purple Meat and Beans stripe on MyPyramid and the purple Protein quadrant on MyPlate.
• Students will be able to illustrate an appropriate meal proportion of protein using MyPlate.
• Students will be able to state that protein foods come from both plants and animals.
• Students will be able to describe at least one way varying their protein choices is healthy.
• Students will be able to state which plant parts are rich in protein.
• Students will be able to identify and name foods that belong in the protein group.

Materials

• Laminated MyPyramid and MyPlate posters
• Student GYH Binders
• Week 6 handouts*: Meal Time Math work-sheet, DG 10 tips: With Protein Foods, Variety is Key
• Grade-specific Week 6 Activity Sheets,
• Lined GYH paper
• Pencils*
• Hand sanitizer or sani-wipes
• Napkins*
• Sunflower seeds; pending availability, additional washed and prepped fresh vegetable for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student. Optional: Offer canned low-fat refried pinto or black beans, or prepared hummus as a dip for seasonal vegetables.

* 1 per student
Lesson Preparation

Gather supplies. Display posters. Roast sunflower seeds. If not available, purchase roasted sunflower seeds or an alternate protein food for sampling. Canned low-fat/fat-free refried beans or prepared hummus can be used as a dip with seasonal vegetables. Optional: Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal vegetable to taste (e.g., squash, carrots, beets, etc).

Write vocabulary on the board/ELMO: Eat smart, vary your protein choices, meats, beans, protein, poultry, fish, seeds, nuts, legumes

Review

Who remembers what we talked about last time we met? Allow time for a number of responses. Last week our lesson was called “Make Half Your Grains Whole.” We learned...

- Learn.
  - About the orange Grains Group on MyPyramid and MyPlate.
  - That the proportion of grains on MyPlate is the fraction ¼.
  - The names of different cereal grains: wheat, oats, corn, rice, barley, rye, millet, etc.
  - That we should aim for making half our grain choices from whole grains.
  - About the three parts of a kernel of grain. Bran, endosperm, germ or embryo
  - What’s in whole grains that make them so healthy: vitamins, minerals, fiber and carbohydrate for energy to fuel our body to play and grow, and our brain to think!
  - How many different grains there are!
- Grow. We learned...
  - That a grain is an edible plant part (the seed) of certain grasses.
  - How to harvest ___________. (Include corn and sunflower heads if harvested)
  - The part of the plant(s) we harvested was/were the ______________.
- Taste. We...
  - Tasted ______________.

Learn, Grow, Taste

Today we will...

- Learn to eat smart by eating a variety of protein foods.
- Grow – check what is ready to harvest in the garden.
- Taste – a delicious protein food from the garden!
Learn Lesson

Are you ready to talk about the protein group?

- Pointing to the MyPyramid and MyPlate posters: Who can tell me the color of the Meat and Beans stripe on MyPyramid? Purple.
- Is it the same color on MyPlate? Yes. But what’s different? The name of the MyPlate group is protein. The foods that are in the Meat and Beans stripe on MyPyramid are the same foods that go into the protein quadrant of the plate.
- Why do you think they changed the name? Accept all responses. The name changed to show that there are more protein foods than just meat and beans.
- Can you name some protein foods that come from animals? Examples: Beef, chicken, turkey, pork, fish, shellfish, venison, eggs, cottage cheese. Animal protein is rich in nutrients, but it is best for our bodies to pick animal proteins often that are lowest in fat. Can you name some healthy choices? Lean meats, poultry without skin, fish.
- Can you name some protein foods that come from plants? Examples: Dried beans, split peas, lentils, peanuts, peanut butter, soybeans, tofu, nuts and seeds. Plant proteins can be very healthy choices because either they do not have a lot of fat in them or the kind of fat they do have is very healthy for us.
- What does MyPlate tell us about how much protein to eat at each meal? ¼ of our plate.
- What fraction of the plate should be protein? Ask the students to write the fraction ¼ using numbers and words. Can you write the fraction as a percentage?
- Protein is very important to help us grow and be healthy. Protein builds muscle and blood cells and helps our body fight off infections.
- Because animal and plant proteins give us different nutrients, it’s important to eat a wide variety each week and not get stuck eating the same protein over and over. So eat smart and “Vary your protein choices!”

Grow Lesson

Last week we talked about what a grain was. Who can tell me? Accept all responses. A grain is the seed of certain grasses grown for food, like wheat, corn, rice and oats. Today we just talked about what protein foods are, what type of plants they come from and what plant part a protein food may be. The seed or bean, right? And we just got to taste super healthy sunflower seeds.

- There’s a group of plants called legumes (point to that word on the board) that give us peanuts, peas, split peas and lentils. Not only are the foods these plants give us super
nutritious to eat but growing them is healthy for the soil they grow in, too. So growing these would be good for the garden.

Students will continue to harvest any crops that are ready

• How can we tell when ________________________ is ready to be harvested?
• What is the correct way to harvest ________________________?
• What plant part are we harvesting? _______________________
• It is important to wash everything we harvest before we eat it.
• It is important to wash our hands after we work in the garden and before we eat.

Taste Lesson

Walk the students through the tasting, reminding them how we do our tastings. Offer sunflower seeds for tasting, plus any additional food harvested from the garden.

• Please don’t touch your food until everyone has been served.
• We will taste together and step-by-step.
• We will evaluate the foods using our five senses. Remember what they are? Discuss each one.
  o Sight – what do you see? What color or shape is the food? Is there anything unusual about how it looks?
  o Smell – what does the sample smell like?
  o Touch – you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.
  o Hearing – what does the food sound like when you take a bite?
  o Taste – use descriptive words to tell the class what you taste.
• Now let’s all fill out our tasting chart together.

Will you share some of your descriptions of what we just tasted? Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample. Acknowledge that everyone’s sense of taste is different and not everyone will like every vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.

• If you would prefer to make a different healthy choice, please write down the choice that you would make. Try to make your choice come from the same food group; that is, if we’re sampling a protein food that you’re not fond of or would rather not taste, then write down the name of a protein food you do like.
  o Touch – use descriptive words to tell the class what your tasting sample feels like.
  o Sight – what do you see?
Hearing – what do you think the food will sound like when you take a bite?
Smell – what does the sample smell like?
Taste – use descriptive words to tell the class what you taste.

• Now let’s all fill out our tasting chart together.
• If you would prefer to make a different healthy choice, please write down the choice that you make. Try to make your choice come from the same food group, such as the protein group.

Wrap-Up

Let’s share one thing that you learned about varying your protein choices …

• Learn. We learned...
  o About the purple Meat and Beans Group on MyPyramid, which is called the Protein Group on MyPlate.
  o The proportion of protein on MyPlate is the fraction ¼.
  o Protein foods can come from animals or plants:
  • Choosing lower fat animal choices – lean meats, chicken and fish - is best for our health
  • Plant proteins are a wise choice because they’re already low in fat or the kind of fat they have is healthy
  o Protein foods are important to help us grow, make muscle and blood, and fight infections.
  o That “eating smart” means we vary our protein choices.

• Grow. We learned...
  o The protein foods that come from plants include beans, nuts and seeds.
  o There’s a special group of plant protein foods called legumes.
  o How to harvest __________
  o The part of the plant we harvested was the ______________.

• Taste. We...
  o Tasted ___________________ (sunflower seeds)
  o Discussed using the five senses to evaluate the food
  o Used the “I Tasted” worksheet

We’re leaving some activities for you to complete on your own. Remember to eat smart by varying your protein choices! We’re looking forward to seeing you next week, when we spend more time learning, growing and tasting!
Language Arts Activities

- 4th Grade – Pretend your teacher eats pork at every meal every day. They eat bacon at breakfast, a ham sandwich at lunch and pork roast for dinner. Write a short letter to your teacher. Explain why varying their protein foods would be a better choice. Make sure you include facts in your letter that will convince her or him to make a change.
- 5th Grade – Pretend your teacher eats pork at every meal every day: bacon at breakfast, a ham sandwich at lunch and pork roast for dinner. Write a short letter to your teacher explaining why varying their protein foods would be a better choice. Make sure you include facts in your letter that will convince her or him to make a change. Give them examples of different protein foods to try.

Math Activity

- 4th Grade – Complete the Meal Time Math Worksheet.
- 5th Grade – Complete the Meal Time Math Worksheet.

References

Education Standards

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<td><strong>Measurement and Data</strong></td>
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<tr>
<td>3.MD</td>
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<tr>
<td>• Solve problems involving measurement and estimations of intervals of time, liquid volumes, and masses of objects.</td>
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<tr>
<td><strong>Measurement and Data</strong></td>
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<td>4.MD</td>
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<tr>
<td>• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</td>
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<td><strong>Measurement and Data</strong></td>
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<td>5.MD</td>
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<tr>
<td>• Convert like measurement units within a given measurement system.</td>
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<tr>
<td>• Represent and interpret data.</td>
</tr>
<tr>
<td>• Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</td>
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Vary Your Protein Choices!
Fall - Week 6 Activities
4th Grade

**Language Arts Activity**

- Pretend your teacher eats pork at every meal. They eat bacon at breakfast, a ham sandwich at lunch and pork roast for dinner. Write a short letter to your teacher and explain why varying their protein foods would be a healthier choice. Include facts in your letter that will convince them to make a change.

**Math Activity**

- Complete the Meal Time Math worksheet.
Language Arts Activity

- Pretend your teacher eats pork at every meal. They eat bacon at breakfast, a ham sandwich at lunch and pork roast for dinner. Write a short letter to your teacher. Explain why varying their protein foods would be a healthier choice. Include facts in your letter that will convince them to make a change. Give examples of different protein foods to try.

Math Activity

- Complete the Meal Time Math worksheet.
Meal Time Math
Vary Your Protein Choices!

Fill in the blanks.

1. There are 25 students in your class. Only ten of them eat eggs for breakfast every day. Of these ten students, four eat two eggs and six eat one egg every day. How many eggs total were eaten in one week?____________

2. How many eggs will be eaten in one month? _______________

3. You like to eat two tablespoons of peanut butter on toast for breakfast four days a week. How many tablespoons of peanut butter will you eat in one month? _______________

4. Your family of five eats one 4-pound chicken for Sunday dinner each week. How many pounds of chicken does your family eat in one month? _______________

5. The chicken costs $1.65 per pound, How much does one chicken cost? _______________

6. How much does each of the five servings cost? _______________

7. How much does one month of Sunday chicken dinners cost? _______________

8. A pound of beans costs $.87. When the beans are cooked, they will make eight delicious servings of good quality protein. How much does each serving cost? _______________

9. Your mother makes three sandwiches with one can of tuna. The can costs $1.29. How much does the tuna in one sandwich cost? _______________
Matemáticas de la comida
¡Varíe sus opciones de proteínas!

Llena los espacios vacíos.

1. Hay 25 estudiantes en tu clase. Solo diez de ellos comen huevos en el desayuno todos los días. De estos diez estudiantes, cuatro comen dos huevos y seis comen un huevo todos los días. ¿Cuántos huevos en total han comido en una semana? ______________

2. ¿Cuántos huevos comerán en un mes? ______________

3. Te gusta desayunar dos cucharadas de mantequilla de maní con tostada cuatro días a la semana. ¿Cuántas cucharadas de mantequilla de maní comerás en un mes? ______________

4. Tu familia de cinco miembros come un pollo de cuatro libras en la cena del domingo de cada semana. ¿Cuántas libras de pollo come tu familia en un mes? ______________

5. El pollo cuesta $1.65 la libra. ¿Cuánto cuesta un pollo? ______________

6. ¿Cuánto cuesta cada una de las cinco porciones? ______________

7. ¿Cuánto cuestan las cenas con pollo de los domingos en un mes? ______________

8. Una libra de frijoles cuesta $.87. Cuando los frijoles estén cocidos, serán ocho deliciosas porciones con alta calidad de proteínas. ¿Cuánto cuesta cada porción? ______________

9. Tu mamá hace tres sándwiches con una lata de atún. La lata cuesta $1.29. ¿Cuánto cuesta el atún en un sándwich? ______________

Nombre ______________
Fecha ______________
Meal Time Math

**ANSWER KEY**

Vary Your Protein Choices!

Fill in the blanks.

1. There are 25 students in your class. Only ten of them eat eggs for breakfast every day. Of these ten students, four students eat two eggs and six eat one egg every day. How many eggs total were eaten in one week? 98

2. How many eggs will be eaten in one month? 392

3. You like to eat two tablespoons of peanut butter on toast for breakfast four days a week. How many tablespoons of peanut butter will you eat in one month? 32

4. Your family of five eats one 4-pound chicken for Sunday dinner each week. How many pounds of chicken does your family eat in one month? 16

5. The chicken costs $1.65 per pound. How much does one chicken cost? $6.60

6. How much does each of the five servings cost? $1.32

7. How much does one month of Sunday chicken dinners cost? $26.40

8. A pound of beans costs $.87. When the beans are cooked, they will make eight delicious servings of good quality protein. How much does each serving cost? $0.11

9. Your mother makes three sandwiches with one can of tuna. The can costs $1.29. How much does the tuna in one sandwich cost? $0.43
**10 tips for choosing protein**

Protein foods include both animal (meat, poultry, seafood, and eggs) and plant (beans, peas, soy products, nuts, and seeds) sources. We all need protein—but most Americans eat enough, and some eat more than they need. How much is enough? Most people, ages 9 and older, should eat 5 to 7 ounces* of protein foods each day.

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Vary your protein food choices. Eat a variety of foods from the Protein Foods Group each week. Experiment with main dishes made with beans or peas, nuts, soy, and seafood.</td>
</tr>
<tr>
<td>2</td>
<td>Choose seafood twice a week. Eat seafood in place of meat or poultry twice a week. Select a variety of seafood—include some that are higher in oils and low in mercury, such as salmon, trout, and herring.</td>
</tr>
<tr>
<td>3</td>
<td>Make meat and poultry lean or low fat. Choose lean or low-fat cuts of meat like round or sirloin and ground beef that is at least 90% lean. Trim or drain fat from meat and remove poultry skin.</td>
</tr>
<tr>
<td>4</td>
<td>Have an egg. One egg a day, on average, doesn’t increase risk for heart disease, so make eggs part of your weekly choices. Only the egg yolk contains cholesterol and saturated fat, so have as many egg whites as you want.</td>
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<tr>
<td>5</td>
<td>Eat plant protein foods more often. Try beans and peas (kidney, pinto, black, or white beans; split peas; chickpeas; hummus), soy products (tofu, tempeh, veggie burgers), nuts, and seeds. They are naturally low in saturated fat and high in fiber.</td>
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<tr>
<td>6</td>
<td>Nuts and seeds. Choose unsalted nuts or seeds as a snack, on salads, or in main dishes to replace meat or poultry. Nuts and seeds are a concentrated source of calories, so eat small portions to keep calories in check.</td>
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<tr>
<td>7</td>
<td>Keep it tasty and healthy. Try grilling, broiling, roasting, or baking—they don’t add extra fat. Some lean meats need slow, moist cooking to be tender—try a slow cooker for them. Avoid breading meat or poultry, which adds calories.</td>
</tr>
<tr>
<td>8</td>
<td>Make a healthy sandwich. Choose turkey, roast beef, canned tuna or salmon, or peanut butter for sandwiches. Many deli meats, such as regular bologna or salami, are high in fat and sodium—make them occasional treats only.</td>
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<tr>
<td>9</td>
<td>Think small when it comes to meat portions. Get the flavor you crave but in a smaller portion. Make or order a smaller burger or a “petite” size steak.</td>
</tr>
<tr>
<td>10</td>
<td>Check the sodium. Check the Nutrition Facts label to limit sodium. Salt is added to many canned foods—including beans and meats. Many processed meats—such as ham, sausage, and hot dogs—are high in sodium. Some fresh chicken, turkey, and pork are brined in a salt solution for flavor and tenderness.</td>
</tr>
</tbody>
</table>

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* What counts as an ounce of protein foods? 1 ounce lean meat, poultry, or seafood; 1 egg; ⅛ cup cooked beans or peas; ⅓ ounce nuts or seeds; or 1 tablespoon peanut butter.

Go to www.ChooseMyPlate.gov for more information.
10 consejos para elegir proteínas

La proteína de los alimentos proviene de fuentes tanto animales (carne, aves, mariscos y huevos) como de plantas (fríjoles, guisantes, productos de soja, nueces y semillas). Todos necesitamos proteína; pero la mayoría de los estadounidenses comen cantidades suficientes, y algunos de ellos más de lo que necesitan. ¿Cuánto es suficiente? La mayoría de las personas de 9 años de edad y mayores deben comer de 5 a 7 onzas* de comidas con proteína cada día.

1 varíe sus fuentes de proteína
Consuma variedad de alimentos del grupo de proteínas por semana. Pruebe platos preparados con legumbres, nueces, soja, pescados y mariscos.

2 coma pescados y mariscos dos veces por semana
Coma pescado o mariscos en lugar de carne de res o aves dos veces por semana. Elija pescados y mariscos variados. Incluya opciones más ricas en aceite y más bajas en mercurio, como salmón, trucha y arenque.

3 elija carnes de res y aves magras o con bajo contenido de grasa
Elija cortes de carne con bajo contenido de grasa, como paleta y lomo, y carne molida por lo menos 90% magra. Recorte o escurra la grasa de las carnes y quiteles el pellejo a las carnes de ave.

4 coma huevos
En promedio, comer un huevo al día no aumenta el riesgo de enfermedad cardíaca, así que incluya huevos en sus opciones para la semana. Sólo la yema de huevo contiene colesterol y grasas saturadas, de manera que puede comer tanta clara de huevo como desee.

5 coma proteínas de fuentes vegetales con más frecuencia
Pruebe legumbres(fríjoles rojos, rosados, negros o blancos, arvejas, garbanzos, puré de garbanzos), productos de soja (tofú, tempeh, hamburguesas vegetarianas), nueces y semillas. Son naturalmente bajas en grasas saturadas y tienen alto contenido de fibra.

6 nueces y semillas
Elija nueces o semillas sin sal como bocadillos y agrégalas a las ensaladas o a platos principales en lugar de carne de res o aves. Las nueces y semillas son fuentes concentradas de calorías, de manera que coma porciones más pequeñas para mantener las calorías bajo control.

7 hágales sabrosas y sanas
Pruebe carnes a la plancha, parrilla, rostizadas u homeadas; estos métodos no agregan grasa. Algunas carnes magras necesitan ser cocidas lentamente y con líquido para que queden tiernas. Evite empanar las carnes de res o aves, ya que eso agrega calorías.

8 prepárese un sándwich saludable
Prepare sándwiches de pavo, rosbíf, tuna o salmón enlatados, o bien mantequilla de cacahuate (maní). Muchos embutidos, como la salchicha ahumada regular o el salame, tienen alto contenido de grasa y sodio. Cómálas como antojitos ocasionales únicamente.

9 piense en menos al comer porciones de carne
Saboree el gusto que desee, pero en cantidades más pequeñas. Prepare o pida una hamburguesa más pequeña o filetes tipo “miñón.”

10 verifique el contenido de sodio
Verifique la etiqueta de datos de nutrición para limitar el sodio. A muchas comidas enlatadas, entre ellas los frijoles y las carnes, se les agrega sal. Muchas carnes procesadas, como el jamón, las salchichas y los fiambres o embutidos, tienen alto contenido de sodio. Algunos cortes de pollo, pavo y cerdo se marinan en soluciones de sal para agregarles sabor y ternura.

* ¿Qué cuenta como una onza de proteína? 1 onza de carne de res o ave magra, pescado o mariscos; 1 huevo; ¼ taza de frijoles o guisantes cocidos; ½ onza de nueces o semillas o 1 cucharada de mantequilla de cacahuate (maní).

Nutrition Messages

- *Get your daily dose of dairy!*
- *Switch to fat-free or low fat (1%) milk!*

Learning Objectives

- Students will be able to identify the blue Milk group stripe on *MyPyramid* and the blue Dairy glass on *MyPlate*.
- Students will be able to identify and list foods from the dairy group.
- Students will be able to state that the recommended daily number of dairy servings for children/youth is three.
- Students will be able to identify the appropriate serving size of dairy foods.
- Students will be able to describe that the key nutrients in dairy foods promote growth, strong bones and teeth, and overall health: protein, calcium and Vitamin D.
- Students will be able to state that – for most – choosing fat-free or low-fat dairy foods is a healthier choice than full fat dairy.

Materials

- Laminated *MyPyramid* and *MyPlate* posters
- Student GYH Binders
- Week 7 handouts*: “Milk Math” work-sheet, DG 10 tips: *Got Your Dairy Today?*
- Grade-specific Week 7 Activity Sheets,
- Lined GYH paper
- Pencils*

- Hand sanitizer or sani-wipes    Napkins*
- String cheese – 1 stick per student. Purchase broccoli if not in garden. Pending availability - washed and prepped fresh vegetable for tasting – seasonal or harvested from the garden – 2 oz. or ¼ cup per student.
- Food models of 8-ounce milk serving, 2 butter pats
- Empty cartons of soy milk and orange juice fortified with calcium

* 1 per student
Lesson Preparation

Gather supplies. Display posters. Purchase string cheese. Optional: Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal vegetable to taste (e.g., squash, carrots, beets, etc).

Write vocabulary on the board/ELMO: *Eat smart, milk, dairy, calcium*

Review

*Who remembers what we talked about the last time we met?* Allow time for a number of responses. *We had a lesson about why it was good to vary your protein choices.*

- **We learned...**
  - About the purple Meat and Beans Group on MyPyramid, which is called the Protein Group on MyPlate.
  - The proportion of protein on MyPlate is the fraction ¼.
  - Protein foods can come from animals or plants:
    - Choosing lower fat animal choices – lean meats, chicken and fish - is best for our health.
    - Plant proteins are a wise choice because they’re already low in fat or the kind of fat they have is healthy.
  - Protein foods are important to help us grow, make muscle and blood, and fight infections.
  - That eating smart means we vary our protein choices.

- **Grow. We learned...**
  - The protein foods that come from plants include beans, nuts and seeds.
  - How to harvest __________.
  - The part of the plant we harvested was the ____________.

- **Taste. We...**
  - Tasted _________________. (sunflower seeds)

Learn, Grow, Taste

*Today we will...*

- Learn to eat smart by getting our daily dose of dairy.
- Grow – check what is ready to harvest in the garden. We also need to think about what we need to do to get the garden ready for winter.
• Taste – a delicious dairy food and a vegetable high in calcium (broccoli, and see what’s available from the garden _______________!

Learn Lesson

Are you ready to talk about the dairy group?

• Pointing to the MyPyramid and MyPlate posters: Who can tell me the color of the Milk stripe on MyPyramid? Blue.
• Is it the same color on MyPlate? Yes. But what’s different? Accept responses. The name of the MyPlate group is dairy. It’s shown by the circle or round glass. The foods that are in the Milk stripe on MyPyramid are the same foods that go into the Dairy circle on MyPlate.
• Why do you think they changed the name? Accept all responses. The name changed to show that there are more dairy foods than just milk.
• Can you name some dairy foods? Milk, yogurt, cheese
• All those foods come from what animal? A cow, right? There’s a food that’s listed in the dairy group that’s made from a bean: fortified soy milk is made from soy beans.
• Dairy foods are very important to help us grow and be healthy. They have lots of calcium, vitamin D and protein, which help build strong bones and teeth that need to last us a lifetime.
• All dairy foods are rich in nutrients, but it is best for our bodies to pick those that are lowest in fat. Each glass of whole milk has two pats of butter in it. Each glass of 2% milk still has one pat of butter in it. Show one food model butter pat on top of the glass of milk. Over time, that adds up to a lot of fat! Can you name some healthy choices? Skim or 1% milk, low-fat cheeses, low-fat yogurt.
• What does MyPlate tell us about how much dairy to eat at each meal? One glass or serving. A serving size of milk and yogurt is 8 ounces or 1 cup. Use a glass or food model to show what 8 ounces of milk/yogurt looks like. A serving size of cheese is 1-1/2 ounces. Use pictures or food models to illustrate what that portion of cheese looks like.
• So how many servings of dairy should we eat or drink each day? One at each meal or three a day.
• Some people get upset tummies when they eat dairy foods. Those folks still need to get their calcium; they just need to use other foods, such as soy milk or orange juice with added calcium, and load up on the dark green leafy vegetable foods with calcium.
Grow Lesson

Last week we talked about what plant protein foods are, what type of plants they come from and what plant part a protein food may be. The seed, right? Do dairy foods grow in the garden? No. Dairy foods come from what animal? The cow, of course! But there is one food counted in the dairy group that does start out in the garden. That would be soy milk, which is made from the soy bean. There are vegetables we grow that are rich in the special mineral that’s in milk. Do you remember that mineral’s name? Calcium. The dark green leafy vegetables broccoli, bok choy, collard and mustard greens, as well as okra all have calcium. But you’d have to eat a lot of them every day to get all the calcium you need, so don’t forget your daily dose of dairy!

Students will continue to harvest any crops that are ready

- How can we tell when ________________________ is ready to be harvested?
- What is the correct way to harvest ________________________?
- What plant part are we harvesting? _______________________
- It is important to wash everything we harvest before we eat it.
- It is important to wash our hands after we work in the garden and before we eat.

Take a look around the garden and see what’s left to harvest. We’ll want to watch the weather and see if freezing temperatures are forecast. In our area the first average frost date is __________ (between 9/30 and 10/30 in Zone 5). Reference: http://www.basic-info-4-organic-fertilizers.com/hardiness-zone-map-usa.html What temperature is freezing? 32 F and below. What will happen to the tender plants if they freeze? Their leaves and any fruit will be damaged, and our growing season will be over for this year. If you want to protect the plants by putting blankets on them at night that can keep our garden active for a while longer, but that will mean more work for you putting the blankets on and taking them off each morning. So keep your eye on the weather and decide if you want to or have time to do that. Now let’s taste!

Taste Lesson

Walk the students through the tasting, reminding them how we do our tastings. Offer string cheese for tasting, plus any additional food harvested from the garden.

- Please don’t touch your food until everyone has been served.
- We will taste together and step-by-step.
- We will evaluate the foods using our five senses. Remember what they are? Discuss each one.
  - Sight – what do you see? What color or shape is the food? Is there anything unusual about how it looks?
• Smell – what does the sample smell like?
• Touch – you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.
• Hearing – what does the food sound like when you take a bite?
• Taste – use descriptive words to tell the class what you taste.

• Now let’s all fill out our tasting chart together.

Will you share some of your descriptions of what we just tasted? Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample. Acknowledge that everyone’s sense of taste is different and not everyone will like every vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.

• If you would prefer to make a different healthy choice, please write down the choice that you would make. Try to make your choice come from the same food group; that is, if we’re sampling a dairy food that you’re not fond of or would rather not taste, then write down the name of a dairy food you do like.
  • Touch – use descriptive words to tell the class what your tasting sample feels like.
  • Sight – what do you see?
  • Hearing – what do you think the food will sound like when you take a bite?
  • Smell – what does the sample smell like?
  • Taste – use descriptive words to tell the class what you taste.

• Now let’s all fill out our tasting chart together.

• If you would prefer to make a different healthy choice, please write down the choice that you make. Try to make your choice come from the same food group, such as the protein group.

Wrap-Up

Let’s share one thing that you learned in our “Grow Strong with Dairy” lesson …

• Learn. We learned...
  • About the blue Milk Group on MyPyramid, which is called the Dairy Group on MyPlate.
  • Dairy foods are very important to help us grow and be healthy. They have lots of calcium, vitamin D and protein, which help build strong bones and teeth that need to last us a lifetime.
  • All dairy foods are rich in nutrients, but it is best for our bodies to pick those that are lowest in fat. Skim or 1% milk, low-fat cheeses, low-fat yogurt.
  • How much dairy to eat at each meal: One glass or serving. A serving size of milk and yogurt is 8 ounces or 1 cup. A serving size of cheese is 1-1/2 ounces.
  • How many servings of dairy to eat or drink each day: One at each meal or three a day.
That there are vegetables high in calcium, too!
That eating smart means we get our daily dose of dairy!

• Grow. We learned...
  o Dairy foods come from cows but soymilk – which is in the dairy group – is made from soybeans.
  o How to harvest __________
  o The part of the plant we harvested was the ______________.
  o About the first frost date and what that will mean for our garden.

• Taste. We...
  o Tasted _________________. (string cheese)

We’re leaving some activities for you to complete on your own. Remember to eat smart by getting your daily dose of dairy! We’re looking forward to seeing you next week – our last class for this year - when we spend more time learning, growing and tasting!

Language Arts Activity

• 4th and 5th Grades – Usually this activity relates to the topic of the Learn segment. However, because next week is the last GYH lesson of this year, you’re asked to write a Thank You letter to the garden.
  o Include one thing you learned when you were in the garden and
  o Why the time in the garden was important to you.

Math Activity

• 4th Grade – Complete the Milk Math Worksheet.
• 5th Grade – Complete the Milk Math Worksheet.

References


## Education Standards

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<thead>
<tr>
<th>Common Core Standards – English Language Arts (Grades 3, 4 and 5)</th>
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<tr>
<td><strong>Writing Standards</strong> (Grade-specific expectations)</td>
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<td>• Knowledge of Language</td>
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<th>Common Core Standards - Math</th>
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<tbody>
<tr>
<td><strong>Measurement and Data</strong></td>
</tr>
<tr>
<td>3.MD</td>
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<tr>
<td>• Solve problems involving measurement and estimations of intervals of time, liquid volumes, and masses of objects.</td>
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<td>4.MD</td>
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<tr>
<td>• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</td>
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<tr>
<td><strong>Measurement and Data</strong></td>
</tr>
<tr>
<td>5.MD</td>
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<tr>
<td>• Convert like measurement units within a given measurement system.</td>
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<tr>
<td>• Represent and interpret data.</td>
</tr>
<tr>
<td>• Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</td>
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Grow Strong with Dairy!
Fall - Week 7 Activities
4th Grade

**Language Arts Activity**

- Write a Thank You letter to the garden.
  - Include one thing you learned when you were in the garden and
  - Why the time in the garden was important to you.

**Math Activity**

- Complete the Milk Math worksheet.
Grow Strong with Dairy!
Fall - Week 7 Activities
5th Grade

Language Arts Activity

- Write a Thank You letter to the garden.
  - Include one thing you learned when you were in the garden, and
  - why the time in the garden was important to you.

Math Activity

- Complete the Milk Math worksheet.
Milk Math

Get the calcium you need for healthy bones and teeth with fat-free (skim) or low-fat (1%) milk!

Fill in the blanks.

1. One quart equals __________ cups.
2. Two pints equal __________ quart.
3. One-half gallon equals ________ quarts.
4. One gallon equals ________ quarts.
5. Three gallons equal ________ quarts.
6. Two cups equal ________ fluid ounces.
7. One pint equals ________ fluid ounces.
8. How many ounces of skim milk are there in one half gallon of skim milk? ________________
9. How many cups of skim milk are there in one gallon of skim milk? ________________
10. Every student in your class drinks 8 ounces of 1% milk at breakfast and one 8-ounce carton of milk at lunch. If there are 20 students in your class, how many gallons of milk does your class drink in one day? ________________

Name ___________________________ Date ___________________________
Matemáticas de la Leche

¡Obtienes el calcio que necesitas para tener dientes y huesos sanos con leche sin grasa (descremada) o leche baja en grasa (1%)!

Llena los espacios vacíos:

1. Un cuarto es igual a __________ tazas.
2. Dos pintas es igual a __________ cuarto.
3. Medio galón es igual a __________ cuartos.
4. Un galón es igual a __________ cuartos.
5. Tres galones es igual a __________ cuartos.
6. Dos tazas es igual a __________ onzas líquidas.
7. Una pinta es igual a __________ onzas líquidas.

8. ¿Cuántas onzas de leche descremada hay en medio galón de leche descremada?
   __________

9. ¿Cuántas tazas de leche descremada hay en un galón de leche descremada?
   __________

10. ¿Cada estudiante en tu clase bebe 8 onzas de leche de 1% en el desayuno, y 8 onzas de leche en cartón en el almuerzo? Si hay 20 estudiantes en tu clase, ¿cuántos galones de leche bebe tu clase en un día?
    __________

Nombre
Fecha
Milk Math

ANSWER KEY

Get the calcium you need for healthy bones and teeth with fat-free (skim) or low-fat (1%) milk!

Fill in the blanks.

1. One quart equals **four** cups.
2. Two pints equal **one** quart.
3. One-half gallon equals **two** quarts.
4. One gallon equals **four** quarts.
5. Three gallons equal **twelve** quarts.
6. Two cups equal **sixteen** fluid ounces.
7. One pint equals **sixteen** fluid ounces.
8. How many ounces of skim milk are there in one half gallon of skim milk? **sixty-four**
9. How many cups of skim milk are there in one gallon of skim milk? **sixteen**
10. Every student in your class drinks 8 ounces of 1% milk at breakfast and one 8-ounce carton of milk at lunch. If there are 20 students in your class, how many gallons of milk does your class drink in one day? **two and a half**
got your dairy today?

10 tips to help you eat and drink more fat-free or low-fat dairy foods

The Dairy Group includes milk, yogurt, cheese, and fortified soymilk. They provide calcium, vitamin D, potassium, protein, and other nutrients needed for good health throughout life. Choices should be low-fat or fat-free—to cut calories and saturated fat. How much is needed? Older children, teens, and adults need 3 cups* a day, while children 4 to 8 years old need 2½ cups, and children 2 to 3 years old need 2 cups.

1 “skim” the fat
Drink fat-free (skim) or low-fat (1%) milk. If you currently drink whole milk, gradually switch to lower fat versions. This change cuts calories but doesn’t reduce calcium or other essential nutrients.

2 boost potassium and vitamin D, and cut sodium
Choose fat-free or low-fat milk or yogurt more often than cheese. Milk and yogurt have more potassium and less sodium than most cheeses. Also, almost all milk and many yogurts are fortified with vitamin D.

3 top off your meals
Use fat-free or low-fat milk on cereal and oatmeal. Top fruit salads and baked potatoes with low-fat yogurt instead of higher fat toppings such as sour cream.

4 choose cheeses with less fat
Many cheeses are high in saturated fat. Look for “reduced-fat” or “low-fat” on the label. Try different brands or types to find the one that you like.

5 what about cream cheese?
Regular cream cheese, cream, and butter are not part of the dairy food group. They are high in saturated fat and have little or no calcium.

6 ingredient switches
When recipes such as dips call for sour cream, substitute plain yogurt. Use fat-free evaporated milk instead of cream, and try ricotta cheese as a substitute for cream cheese.

7 choose sweet dairy foods with care
Flavored milks, fruit yogurts, frozen yogurt, and puddings can contain a lot of added sugars. These added sugars are empty calories. You need the nutrients in dairy foods—not these empty calories.

8 caffeininating?
If so, get your calcium along with your morning caffeine boost. Make or order coffee, a latte, or cappuccino with fat-free or low-fat milk.

9 can’t drink milk?
If you are lactose intolerant, try lactose-free milk, drink smaller amounts of milk at a time, or try soymilk (soy beverage). Check the Nutrition Facts label to be sure your soymilk has about 300 mg of calcium. Calcium in some leafy greens is well absorbed, but eating several cups each day to meet calcium needs may be unrealistic.

10 take care of yourself and your family
Parents who drink milk and eat dairy foods show their kids that it is important. Dairy foods are especially important to build the growing bones of kids and teens. Routinely include low-fat or fat-free dairy foods with meals and snacks—for everyone’s benefit.

* What counts as a cup in the Dairy Group? 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

Go to www.ChooseMyPlate.gov for more information.
¿ha consumido lácteos hoy?

10 consejos para ayudarle a comer y beber más productos lácteos descremados o bajos en grasa

El grupo de lácteos incluye leche, yogur, queso y leche de soja enriquecida. Estos suministran calcio, vitamina D, potasio, proteína y otros nutrientes necesarios para la buena salud durante toda la vida. Elija productos con bajo contenido de grasa o descremados para reducir las calorías y las grasas saturadas. ¿Cuánto se necesita? Los niños más grandes, adolescentes y adultos necesitan 3 tazas* al día, mientras que los niños de 4 a 8 años de edad necesitan 2½ tazas y los de 2 a 3 años de edad necesitan 2 tazas.

1. elimine la grasa
   Beba leche descremada o baja en grasa (1%). Si bebe leche entera actualmente, cambie gradualmente a una versión con menos contenido de grasa. El cambio reduce las calorías pero no el contenido de calcio y otros nutrientes esenciales.

2. aumente el potasio y la vitamina D, pero reduzca el sodio
   Elija leche o yogur descremados o con bajo contenido de grasa más frecuentemente que queso. La leche y el yogur tienen más potasio y menos sodio que la mayoría de los quesos. Además, casi todas las variedades de leche y muchos tipos de yogur vienen enriquecidos con vitamina D.

3. agréguelos a sus comidas
   Use leche o yogur descremado o con contenido bajo de grasa con el cereal y la avena. Agregue yogur con bajo contenido de grasa a las ensaladas de fruta y papas horneadas en lugar de aderezos más grasosos como la crema agria.

4. Elija quesos con menos grasa
   Muchos quesos tienen un alto contenido de grasas saturadas. Busque etiquetas que digan “grasa reducida” o “bajo en grasa” (“reduced fat” o “low fat”). Pruebe marcas o tipos distintos para encontrar los que más le gusten.

5. ¿y qué del queso crema?
   El queso crema regular, la crema y la mantequilla no son parte del grupo de productos lácteos. Son altos en grasas saturadas y carecen o tienen muy poco calcio.

6. cambio de ingredientes
   Use yogur sin sabor cuando una receta de aderezo pida crema agria. Use leche evaporada descremada en lugar de crema y pruebe queso ricotta en lugar de queso crema.

7. tenga cuidado al elegir productos lácteos dulces
   Las leches con sabor, los yogures de frutas, yogures congelados y pudines pueden contener grandes cantidades adicionales de azúcar. Esos azúcares adicionales son calorías sin valor nutritivo. Usted necesita los nutrientes de los productos lácteos, no esas calorías.

8. ¿bebe café?
   De ser así, obtenga su calcio junto con su dosis de cafeína por la mañana. Prepare o pida el café con leche o el capuccino con leche descremada o baja en grasa.

9. ¿no puede beber leche?
   Si no tolera la lactosa, pruebe leche sin lactosa o beba la leche en cantidades pequeñas a la vez, o bien pruebe la leche de soja (bebida de soja). Consulte la etiqueta de datos de nutrición para asegurarse de que su leche de soja tenga aproximadamente 300 mg de calcio. El calcio presente en algunos vegetales verdes se absorbe bien pero no será suficiente comer varias tazas al día para satisfacer las necesidades de calcio.

10. cuídense y cuide a su familia
    Los padres que beben leche y comen productos lácteos les muestran a sus hijos que eso es importante. Los productos lácteos son de importancia especial para los huesos en desarrollo de los niños y los adolescentes. Incluya regularmente alimentos lácteos descremados o bajos en grasa en las comidas y los bocadillos para que todos se beneficencen.

DG TipSheet No. 5
Septiembre 2011

10 tips

Nutrition Education Series

10 tips to get started

make better beverage choices

What you drink is as important as what you eat. Many beverages contain added sugars and offer little or no nutrients, while others may provide nutrients but too much fat and too many calories. Here are some tips to help you make better beverage choices.

1. Drink water
   Drink water instead of sugary drinks when you’re thirsty. Regular soda, energy or sports drinks, and other sweet drinks usually contain a lot of added sugar, which provides more calories than needed. To maintain a healthy weight, sip water or other drinks with few or no calories.

2. How much water is enough?
   Let your thirst be your guide. Water is an important nutrient for the body, but everyone’s needs are different. Most of us get enough water from the foods we eat and the beverages we drink. A healthy body can balance water needs throughout the day. Drink plenty of water if you are very active, live or work in hot conditions, or are an older adult.

3. A thrifty option
   Water is usually easy on the wallet. You can save money by drinking water from the tap at home or when eating out.

4. Manage your calories
   Drink water with and between your meals. Adults and children take in about 400 calories per day as beverages—drinking water can help you manage your calories.

5. Kid-friendly drink zone
   Make water, low-fat or fat-free milk, or 100% juice an easy option in your home. Have ready-to-go containers filled with water or healthy drinks available in the refrigerator. Place them in lunch boxes or backpacks for easy access when kids are away from home. Depending on age, children can drink ½ to 1 cup, and adults can drink up to 1 cup of 100% fruit or vegetable juice* each day.

*100% juice is part of the Fruit or Vegetable Group. Juice should make up half or less of total recommended fruit or vegetable intake.

6. Don’t forget your dairy**
   When you choose milk or milk alternatives, select low-fat or fat-free milk or fortified soymilk. Each type of milk offers the same key nutrients such as calcium, vitamin D, and potassium, but the number of calories are very different. Older children, teens, and adults need 3 cups of milk per day, while children 4 to 8 years old need 2½ cups and children 2 to 3 years old need 2 cups.

7. Enjoy your beverage
   When water just won’t do—enjoy the beverage of your choice, but just cut back. Remember to check the serving size and the number of servings in the can, bottle, or container to stay within calorie needs. Select smaller cans, cups, or glasses instead of large or supersized options.

8. Water on the go
   Water is always convenient. Fill a clean, reusable water bottle and toss it in your bag or brief case to quench your thirst throughout the day. Reusable bottles are also easy on the environment.

9. Check the facts
   Use the Nutrition Facts label to choose beverages at the grocery store. The label contains information about total sugars, fats, and calories to help you make better choices.

10. Compare what you drink
    Food-A-Pedia, an online feature available at ChooseMyPlate.gov/SuperTracker, can help you compare calories, added sugars, and fats in your favorite beverages.

** Milk is a part of the Dairy Group. A cup = 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

Go to www.ChooseMyPlate.gov for more information.
Grow Yourself Healthy: What We Have Learned
Fall Lesson # 8

Nutrition Messages

- Eat smart with MyPyramid/MyPlate!
- Make half your plate fruits and veggies!
- Make half your grains whole grains!
- Vary your protein!
- Get your daily dose of dairy!

Learning Objectives: Students will be able to state...

- How MyPyramid/MyPlate can help us “eat smart” and guide healthy choices.
- Recommended amounts of vegetables and fruits based on MyPlate.
- A recommended amount of grains.
- A recommended amount of protein.
- A recommended amount of dairy.
- That it is important to eat a variety of foods and a rainbow of vegetables and fruits.

Materials

- Laminated MyPyramid and MyPlate posters
- Student GYH Binders
- Week 8 handouts: GYH Challenge Cards - 1 set per every work group of 4-5 students, GYH Challenge answer sheet (1 sheet per group)
- Grade-specific Week 8 Activity Sheets* Lined GYH paper* Pencils*
- Students’ Thank You letters to the garden (last week’s assignment)

- Hand sanitizer or sani-wipes Napkins* Paper towels
- Pending availability – washed and prepped fresh vegetable for tasting – seasonal or harvested from the garden: melons, pumpkin or winter squash (made into quick bread or soup, roasted pumpkin seeds), tomatillos, tomatoes and onions made into salsa verde (served with baked tortilla chips) – 2 oz. or ¼ cup per student.

* 1 per student
Lesson Preparation
Gather supplies. Display posters. Decide what’s harvestable from the garden or purchase, wash and prepare a seasonal vegetable or fruit to taste (e.g., melons; tomatillos, tomatoes and onions made into salsa verde; winter squash or pumpkin made into quick bread or soup, roasted pumpkin seeds, etc).

Write vocabulary on the board/ELMO: *Eat smart, fruit, vegetables, whole grains, protein, dairy, variety, rainbow*

Review

*Last time we were together we talked about how getting our daily dose of dairy helps us grow strong...*

- **Learn. We learned...**
  - *About the blue Milk Group on MyPyramid, shown as the Dairy circle/glass on MyPlate.*
  - *Can you name your favorite dairy food?* Milk, yogurt, cheese, cottage cheese
  - *Why dairy foods are very important. They have lots of calcium, vitamin D and protein, which help build strong bones and teeth, help us grow and be healthy.*
  - *All dairy foods are rich in nutrients, but it is best for our bodies to pick those that are lowest in fat.* Skim or 1% milk, low-fat cheeses, low-fat yogurt.
  - *How much dairy to eat at each meal: One glass or serving.* A serving size of milk and yogurt is 8 ounces or 1 cup. A serving size of cheese is 1-1/2 ounces.
  - *How many servings of dairy to eat or drink each day: One at each meal or three a day.*
  - *That eating smart means we get our daily dose of dairy!*
  - *We’ll be talking about other things we learned about eating smart a little later.*
- **Grow. We learned...**
  - *Dairy foods come from cows but soymilk –which is in the dairy group – is made from soybeans.*
  - *How to harvest __________.*
  - *The part of the plant we harvested was the ______________.*
  - *About the first frost date and what that will mean for our garden.*
- **Taste. We...**
  - *Tasted ___________________. (string cheese)
Learn, Grow, Taste

Today we will...

- **Learn** – see how much we have learned this fall by playing the Grow Yourself Healthy Challenge game.
- **Grow** – check what is left to harvest in the garden. Plan what needs to be done to close the garden for the winter.
- **Taste** – a delicious food from the garden ____________________! Options: melons; pumpkin or winter squash made into soup or quick bread; tomatillos and onions made into salsa verde and served with baked tortilla chips.

**Learn Lesson**

To get us thinking about what we’ve learned in our time together, we are going play the GYH Challenge and share our Thank You letters to the garden.

- Divide the class into groups of four or five students.
- Give each group a set of GYH Challenge cards face down. Tell them not to look until you say to.
- Give each group a Challenge answer sheet.
- Tell the students that when you say “Go!” they can start reading their challenge cards and writing their answers on the answer sheet.
- Discuss the answers when all of the students are finished

*Let’s share the favorite or most interesting thing you learned in our Grow Yourself Healthy lessons. Would anyone like to read their Thank You letters to the garden? (Allow a few students to read their letters.) Shall we post these on the bulletin board so you can share your thoughts with your classmates?*

**Grow Lesson**

Students will harvest any remaining crops. Examples: melons, tomatoes, tomatillos, onions, winter squash or pumpkins.

- How can we tell when ____________________ is ready to be harvested?
- What is the correct way to harvest ____________________?
- What plant part are we harvesting? ____________________
- It is important to wash everything we harvest before we eat it.
- It is important to wash out hands after we work in the garden and before we eat.
Let’s take a look around the garden and see what’s left to harvest. Just as we did last week we’ll want to watch the weather and see if freezing temperatures are forecast. In our area the first average frost date is _________ (between 9/30 and 10/30 in Zone 5 – see Reference below for other Zones). Remember what temperature is freezing? 32 F and below. Remember what we said will happen to the tender plants if they freeze? Their leaves and any fruit will be damaged, and our growing season will be over for this year. If you want to protect the plants by putting blankets on them at night that can keep our garden active for a while longer, but that will mean more work for you putting the blankets on and taking them off each morning. So keep your eye on the weather and decide if you want to do that.

If your area has experience a killing frost, allow the students to survey the garden and note how the plants look and feel different. Time permitting, students can help with garden cleanup, pulling spent plants, adding appropriate items to a compost pile if available and providing any recommended winter protection, e.g., mulching perennials.

Optional activity: View Pumpkin Circle video or read Pumpkin Circle book.

Now let’s wash our hands and taste!

Taste Lesson

Walk the students through the tasting, reminding them how we do our tastings. Offer any food harvested from the garden – sliced melon - or a simple recipe prepared from seasonal foods; e.g., roasted pumpkin seeds, pumpkin or winter squash soup or quick bread, salsa verde made from tomatillos, tomatoes and onions, served with baked tortilla chips.

• Please don’t touch your food until everyone has been served.
• We will taste together and step-by-step.
• We will evaluate the foods using our five senses. Remember what they are? Discuss each one.
  o Sight – what do you see? What color or shape is the food? Is there anything unusual about how it looks?
  o Smell – what does the sample smell like?
  o Touch – you’ll use descriptive words to tell the class what your tasting sample feels like with your fingers and in your mouth.
  o Hearing – what does the food sound like when you take a bite?
  o Taste – use descriptive words to tell the class what you taste.
• Now let’s all fill out our tasting chart together.
  Will you share some of your descriptions of what we just tasted? Encourage each student to share at least one descriptor. Emphasize and reinforce willingness to sample.
Acknowledge that everyone’s sense of taste is different and not everyone will like every vegetable that is offered and that is OK. Note that sense of taste and what foods we like/dislike can change over time, so it’s important that they be open to re-tasting.

- If you would prefer to make a different healthy choice, please write down the choice that you would make. Try to make your choice come from the same food group; that is, if we’re sampling a vegetable or fruit that you’re not fond of or would rather not taste, then write down the name of a vegetable or fruit you do like.

Wrap-Up

- Learn. We learned...
  - So many things this fall – including how to eat smart!
  - How thankful we all are for the garden experiences and foods we got to enjoy.
- Grow. We learned...
  - How to harvest lots of different fruits and vegetables
  - That we could eat different plant parts.
  - About what we need to do/or have done to close our garden down for the winter.
- Taste. We...
  - Tasted ___________________. What was your favorite fruit or vegetable you tasted this year?

Since today is our last class of the season we want to thank you for being such good students in the classroom and gardeners in the garden. Remember to eat smart every day! We’ll see you in the spring!

References

http://www.basic-info-4-organic-fertilizers.com/hardiness-zone-map-usa.html

Pumpkin Circle resources: http://www.informeddemocracy.com/pumpkin/
http://www.amazon.com/Pumpkin-Circle-The-Story-Garden/dp/1582460787
Education Standards

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Grow Yourself Healthy - A Review
Fall – Week 8 Activity
4th and 5th Grades

Language Arts Activities

- Read to the class your Thank You letter to the garden.
Complete the sentence: We wash our hands and our fruits and vegetables to get rid of __ __ __ __ __.

Use the blank MyPlate to make a complete breakfast.

Name four fruits that start with the letter “P”.

Name three ways eating fruits and vegetables keep us healthy.
State two differences between MyPyramid and MyPlate.

Name two fruits that grow in the garden.

Name two vegetables you would like to try when we come back in the spring.

How much of your plate should be fruits and vegetables? Write your answers three ways—as a fraction, as words and as a percentage.

Name two vegetables you would like to try when we come back in the spring.
Name one protein food you like to eat for breakfast.

Name one fruit and one vegetable that are blue or purple.

Name two fruits you would like to try when we come back in the spring.

Name two ways you can eat more fruits and vegetables throughout the day.
Challenge Answers

Name four fruits that start with the letter P.

Papaya, passion fruit, peaches, pears, persimmons, pineapple, plums, pluots, pomegranate, prunes, pumelo (also spelled pomelo, pommelo, pummelo)

Complete the sentence:

We wash our hands and our fruits and vegetables to get rid of __________.

Germs

Name three ways eating fruits and vegetables keep us healthy.

Fruits and vegetables give us vitamins, minerals, fiber and water. They also give us energy to grow, think and play. Eating fruits and vegetables helps us to be strong and smart.
Use the blank MyPlate to make a complete breakfast.

Example: Scrambled egg with salsa, wheat toast, orange slices, 1% milk

State two differences between MyPyramid and MyPlate.

On MyPyramid, the purple group is called Meat and Beans. On MyPlate, this section is called Protein.

On MyPyramid, the blue group is called Milk. On MyPlate, the blue circle or glass is Dairy.

There is not a yellow, oils/fats group on MyPlate.

MyPyramid has pictures of foods and types of physical activity, MyPlate does not.

Name two fruits that grow in the garden.

Apples, grapes, peaches, pears, strawberries
How much of your plate should be fruits and vegetables? Write your answer three ways – as a fraction, as words, and as a percentage.

\( \frac{1}{2}, \text{one-half, 50\%} \)

Name two vegetables you would like to try when we come back in the spring. Accept all responses.

Name two fruits you would like to try when we come back in the spring. Accept all responses.

Name one protein food you like to eat for breakfast.

Eggs, ham, peanut butter, sausage. Note that Dairy foods – milk, cheeses, cottage cheese, yogurt, - are also high in protein. Non-fat or low-fat choices are recommended.
Name two ways you can eat more fruits and vegetables throughout your day.

Add fresh fruit to cereal.

Eat fruit or veggies as a snack.

Add extra veggies to sandwiches and soups.

Name one fruit and one vegetable that are blue or purple.

Fruits: Blackberries, blueberries, grapes, plums

Vegetables: Beets, eggplant, purple cabbage, purple kale
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.
Making food choices for a healthy lifestyle can be as simple as using these 10 Tips. Use the ideas in this list to balance your calories, to choose foods to eat more often, and to cut back on foods to eat less often.

1. **balance calories**
   - Find out how many calories YOU need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2. **enjoy your food, but eat less**
   - Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you’ve had enough.

3. **avoid oversized portions**
   - Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4. **foods to eat more often**
   - Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.

5. **make half your plate fruits and vegetables**
   - Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

6. **switch to fat-free or low-fat (1%) milk**
   - They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.

7. **make half your grains whole grains**
   - To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8. **foods to eat less often**
   - Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9. **compare sodium in foods**
   - Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."

10. **drink water instead of sugary drinks**
    - Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

Go to www.ChooseMyPlate.gov for more information.
Elegir alimentos para llevar un estilo de vida sano es muy sencillo si sigue estos 10 consejos. Use las ideas de esta lista para balancear las calorías, elegir los alimentos que le conviene comer con mayor frecuencia y reducir la cantidad de alimentos que le conviene comer con menos frecuencia.

1. **Balancee las calorías**

2. **Disfrute de sus comidas, pero en cantidades más pequeñas**
   Tómese el tiempo necesario para disfrutar de sus comidas. El comer demasiado rápido o mientras se concentra en otras cosas puede resultar en que coma demasiadas calorías. Preste atención a las señales del hambre y de saciedad antes, durante y después de las comidas. Uselas para reconocer cuándo debe comer y cuándo ha comido suficiente.

3. **Evite las porciones extra grandes**
   Use platos, platos hondos y vasos más pequeños. Separe las porciones de alimentos antes de comer. Al salir a comer, elija las opciones de menor tamaño, comparta el platillo o llévese parte de la comida a casa.

4. **Alimentos que le conviene comer con más frecuencia**
   Coma más vegetales, frutas, granos integrales, y leche y productos lácteos sin grasa o con 1% de grasa. Esos alimentos contienen los nutrientes que necesita para la buena salud; entre ellos potasio, calcio, vitamina D y fibra. Haga de ellos la base de sus comidas y bocadillos.

5. **Haga que la mitad de su plato consista en frutas y vegetales**
   Al preparar sus comidas, elija vegetales rojos, anaranjados y verdes como tomates, camotes (batatas) y brócoli, así como otros vegetales. Agregue frutas a las comidas como parte de los platos principales o de acompañamiento, o bien como postres.

6. **Cambie a leche descremada o baja en grasa (1%)**
   Contienen la misma cantidad de calcio y otros nutrientes esenciales que la leche entera, pero sin tantas calorías y grasa saturada.

7. **Consuma la mitad en granos integrales**
   Para consumir más granos integrales, reemplace un producto de grano refinado por un producto de granos integrales, como comer pan de trigo integral en lugar de pan blanco o arroz integral en lugar de arroz blanco.

8. **Alimentos que le conviene comer con menos frecuencia**
   Reduzca su consumo de alimentos con grasas sólidas, azúcar y sal adicionales. Estos incluyen pasteles (bizcochos), galletitas, helado, dulces, bebidas endulzadas, pizza y carnes grasas como costillas, chorizo, tocino y salchichas. Use estos alimentos como antojitos ocasionales, no alimentos para todos los días.

9. **Compare el contenido de sodio de los alimentos**

10. **Beba agua en lugar de bebidas endulzadas con azúcar**
    Reduzca las calorías al beber agua o bebidas sin azúcar. En las dietas de los estadounidenses, las gaseosas, bebidas de energía y bebidas deportivas representan grandes cantidades adicionales de azúcar y calorías.
A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains. Think about how you can adjust the portions on your plate to get more of what you need without too many calories. And don’t forget dairy—make it the beverage with your meal or add fat-free or low-fat dairy products to your plate.

1. make half your plate veggies and fruits

Vegetables and fruits are full of nutrients and may help to promote good health. Choose red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.

2. add lean protein

Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate.

3. include whole grains

Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

4. don’t forget the dairy

Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Don’t drink milk? Try soymilk (soy beverage) as your beverage or include fat-free or low-fat yogurt in your meal.

5. avoid extra fat

Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. For example, steamed broccoli is great, but avoid topping it with cheese sauce. Try other options, like a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

6. take your time

Savor your food. Eat slowly, enjoy the taste and textures, and pay attention to how you feel. Be mindful. Eating very quickly may cause you to eat too much.

7. use a smaller plate

Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.

8. take control of your food

Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose healthier options such as baked instead of fried.

9. try new foods

Keep it interesting by picking out new foods you’ve never tried before, like mango, lentils, or kale. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.

10. satisfy your sweet tooth in a healthy way

Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

Go to www.ChooseMyPlate.gov for more information.
Cómo preparar platos sanos

10 consejos para platos sanos

Un plato sano comienza con más vegetales y frutas, y porciones más pequeñas de proteínas y granos. Piense en cómo ajustar las porciones en su plato para obtener más de lo que necesita sin demasiadas calorías. Tampoco olvide los productos lácteos; haga de ellos su bebida de acompañamiento o agregue a su plato productos lácteos descremados o con bajo contenido de grasa.

1. haga que la mitad de su plato consista en frutas y vegetales
Las vegetales y las frutas están repletas de nutrientes que tal vez le ayuden a promover la buena salud. Elija vegetales de color rojo, anaranjado y verde oscuro como tomates, camotes (batatas) y brócoli.

2. agregue proteínas magras
Elija alimentos ricos en proteína, como carne de res y cerdo magras, pollo y pavo, frijoles o tofú. Dos veces por semana, haga que la proteína en su plato provenga de pescados y mariscos.

3. incluya granos integrales
Intente que por lo menos la mitad de los granos consumidos sean granos integrales. Busque las designaciones “100% granos integrales” o “100% trigo integral” (“whole grain, whole wheat”) en las etiquetas. Los granos integrales contienen más nutrientes, como fibra, que los granos refinados.

4. no olvide los productos lácteos
Acompañe sus comidas con una taza de leche descremada o baja en grasa. Esta contiene la misma cantidad de calcio y otros nutrientes esenciales que la leche entera, pero con menos grasa y calorías. ¿No bebe leche? Prube leche de soja (bebida de soja) como su bebida, o bien incluya en su comida yogur descremado con bajo contenido de grasa.

5. evite la grasa adicional
El uso de salsas o aderezos espesos agregará grasas y calorías a comidas que de otro modo serían sanas. Por ejemplo, el brócoli al vapor es excelente, pero evite cubrirlo con salsa de queso. Pruebe otras opciones, como queso parmesano rallado bajo en grasa o jugo de limón.

6. coma con calma
Saboree la comida. Coma despacio, disfrute del sabor y las texturas, y preste atención a cómo se siente. Tenga en cuenta que comer demasiado rápido puede resultar en comer demasiado.

7. use un plato más pequeño
Use platos más pequeños a la hora de comida para controlar las porciones. De esa manera puede “limpiar el plato” y sentirse satisfecho sin comer demasiado.

8. controle sus alimentos
Coma en casa con más frecuencia para que sepa exactamente lo que come. Si sale a comer, estudie y compare la información de nutrición. Elija opciones más sanas como alimentos homeados en lugar de fritos.

9. pruebe alimentos nuevos
Mantenga el interés al elegir alimentos nuevos que tal vez nunca antes ha probado, como mangos, lentejas o lechuga japonesa. ¡Tal vez encuentre su nuevo alimento favorito! Intercambie recetas sabrosas y divertidas con sus amigos, o busque recetas nuevas en línea.

10. satisfaga el gusto dulce de manera sana
Permítase un postre naturalmente dulce: ¡frutas! Sirva ensalada de frutas frescas o un postre helado con yogur y fruta. Para un postre caliente, hornee manzanas y cúbralas con canela.
Encourage children to eat vegetables and fruits by making it fun. Provide healthy ingredients and let kids help with preparation, based on their age and skills. Kids may try foods they avoided in the past if they helped make them.

1 smoothie creations
Blend fat-free or low-fat yogurt or milk with fruit pieces and crushed ice. Use fresh, frozen, canned, and even overripe fruits. Try bananas, berries, peaches, and/or pineapple. If you freeze the fruit first, you can even skip the ice!

2 delicious dippers
Kids love to dip their foods. Whip up a quick dip for veggies with yogurt and seasonings such as herbs or garlic. Serve with raw vegetables like broccoli, carrots, or cauliflower. Fruit chunks go great with a yogurt and cinnamon or vanilla dip.

3 caterpillar kabobs
Assemble chunks of melon, apple, orange, and pear on skewers for a fruity kabob. For a raw veggie version, use vegetables like zucchini, cucumber, squash, sweet peppers, or tomatoes.

4 personalized pizzas
Set up a pizza-making station in the kitchen. Use whole-wheat English muffins, bagels, or pita bread as the crust. Have tomato sauce, low-fat cheese, and cut-up vegetables or fruits for toppings. Let kids choose their own favorites. Then pop the pizzas into the oven to warm.

5 fruity peanut butterfly
Start with carrot sticks or celery for the body. Attach wings made of thinly sliced apples with peanut butter and decorate with halved grapes or dried fruit.

6 frosty fruits
Frozen treats are bound to be popular in the warm months. Just put fresh fruits such as melon chunks in the freezer (rinse first). Make "popsicles" by inserting sticks into peeled bananas and freezing.

7 bugs on a log
Use celery, cucumber, or carrot sticks as the log and add peanut butter. Top with dried fruit such as raisins, cranberries, or cherries, depending on what bugs you want!

8 homemade trail mix
Skip the pre-made trail mix and make your own. Use your favorite nuts and dried fruits, such as unsalted peanuts, cashews, walnuts, or sunflower seeds mixed with dried apples, pineapple, cherries, apricots, or raisins. Add whole-grain cereals to the mix, too.

9 potato person
Decorate half a baked potato. Use sliced cherry tomatoes, peas, and low-fat cheese on the potato to make a funny face.

10 put kids in charge
Ask your child to name new veggie or fruit creations. Let them arrange raw veggies or fruits into a fun shape or design.
Vegetales y frutas para niños

10 consejos para que los alimentos sanos sean más divertidos para los niños

Para animar a los niños a comer vegetales y frutas, hágálas divertidas. Provea ingredientes sanos y permita que los niños ayuden en su preparación según sus edades y destrezas. Los niños tal vez deseen probar comidas que en el pasado han rechazado si ayudaron a prepararlas.

1 creariones de batidos
Mezcle yogur o leche descremados o bajos en grasa con trozos de fruta y hielo triturado. Use frutas frescas, congeladas, enlatadas o maduras. Pruebe plátanos, arándanos, melocotones y piña. ¡Si congela las frutas de antemano, no es necesario añadir hielo!

2 aderezos deliciosos
A los niños les gusta sumergir alimentos en aderezos. Prepare un aderezo rápido para los vegetales a base de yogur y condimentos como hierbas o ajo. Sírvalo con vegetales crudos como brócoli, zanahorias o coliflor. Los trozos de fruta combinan muy bien con un aderezo de yogur y canela o vainilla.

3 "orugas" comestibles
Prepare brochetas con trozos de melón, manzana, naranja y pera. Para la versión con vegetales, use productos como pepinos, calabacín, pimientos o tomates.

4 pizzas personalizadas
Convierta su cocina en una pizzería. Use panecillos ingleses de trigo integral, roscas de pan o pan pita como base. Agregue salsa de tomate, queso bajo en grasa y vegetales o frutas en trozos. Permita que los niños elijan sus favoritos. Luego, ponga las pizzas en el horno para calentarlas.

5 "mariposas" de mantequilla de cacahuate (maní) con fruta
Comience con palillos de zanahoria o apio para el cuerpo. Use mantequilla de maní para adherir alas, hechas de rebanadas finas de manzana y decórelas con uvas o frutas secas.

6 frutas congeladas
Los bocadillos congelados seguramente serán muy populares durante los meses cálidos del verano. Sencillamente coloque frutas frescas, como trozos de melón, en el congelador (enjuáguelos primero). Haga "paletas" congelando bananas sin cáscara con palillos.

7 "insectos sobre un tronco"
Use palillos de apio, pepino o zanahoria como troncos y úntele con mantequilla de cacahuate (maní). Ponga frutas secas como pasas, arándanos o cerezas sobre el tronco, dependiendo de qué insecto desee.

8 Mezcla de nueces y frutas secas hecha en casa
Prepárela usted mismo. Use las nueces y frutas secas que prefiere, como cacahuates (maní) sin sal, castañas, nueces o semillas de girasol y mézclelas con trozos de manzana, piña, cerezas, albaricoques o pasas secas. Agregue cereal de granos integrales también.

9 "cara de papa"
Decore media papa horneada. Coloque rebanadas de tomates cereza, guisantes y queso bajo en grasa sobre la papa para crear una cara cómica.

10 deje que los niños estén a cargo
Pidales a sus hijos que nombre las nuevas creaciones de vegetales o frutas. Permítale arreglar las vegetales o frutas crudas para crear formas o diseños divertidos.
10 tips to help you eat more vegetables

It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1. Discover fast ways to cook
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2. Be ahead of the game
   Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.

3. Choose vegetables rich in color
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4. Check the freezer aisle
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5. Stock up on veggies
   Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as “reduced sodium,” “low sodium,” or “no salt added.”

6. Make your garden salad glow with color
   Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.

7. Sip on some vegetable soup
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8. While you’re out
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9. Savor the flavor of seasonal vegetables
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer’s market.

10. Try something new
    You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

Go to www.ChooseMyPlate.gov for more information.
10 consejos para ayudarlo a comer más vegetales

agregue más vegetales a sus comidas diarias

¡Comer más vegetales es fácil! Comer vegetales es importante porque contienen vitaminas y minerales y no contienen muchas calorías. Para incluir más vegetales en sus comidas, siga estos sencillos consejos. Es más fácil de lo que piensa.

1 descubra maneras de cocinar rápido
Cocine vegetales frescos o congelados en el horno de microondas para añadir un plato rápido y fácil a cualquier comida. Coloque pimientos, zanahorias o brócoli en un tazón con poca agua para cocerlos al vapor en el horno de microondas y crear un acompañamiento rápido.

2 prepare ingredientes por adelantado
Pique porciones de pimientos, zanahorias o brócoli. Embólselos para usarlos cuando esté apurado. Puede disfrutarlos en ensaladas, con aderezos o en tortillas de harina enrolladas con vegetales.

3 elija vegetales de colores brillantes
Avive su plato con vegetales color rojo, anaranjado o verde oscuro. Están repletas de vitaminas y minerales. Pruebe calabacín, tomates cereza, camotes o berza. No sólo son ricos en sabor sino muy nutritivos también.

4 busque en el congelador
Los vegetales congelados son rápidos y fáciles de usar, y son tan nutritivos como los frescos. Pruebe añadir maíz, guisantes, habichuelas tiernas, espinaca o guisantes dulces congelados a algunos de sus platos favoritos, o bien prepárelos como acompañamientos.

5 pruebe vegetales enlatados
Los vegetales enlatados son un buen complemento a cualquier comida, así que tenga a la mano tomates, frijoles rojos, garbanzos, zetas y remolachas enlatadas. Elija latas marcadas “bajo en sodio,” “sodio reducido,” o “sin sal adicional” (“low in sodium,” “reduced sodium,” o “without added salt”).

6 haga que sus ensaladas brillen de color
Avive sus ensaladas con vegetales de colores brillantes como frijoles negros, pimientos dulces rojos, rábano rayado, col roja picada o berro. Sus ensaladas no sólo se verán muy bien sino que también serán deliciosas.

7 pruebe sopa de vegetales
Caliéntelas y cómalas. Pruebe sopas de tomate, calabacín o verduras. Busque sopas con contenido de sodio reducido o bajo.

8 si sale a comer
Si sale a cenar, no se preocupe. Al pedir su plato, pida vegetales o ensalada como acompañamiento en lugar de los fritos típicos.

9 disfrute del sabor de las vegetales de temporada
Para obtener el mejor sabor al más bajo costo, compre vegetales de temporada. Busque las ventas especiales de sus supermercados locales para encontrar las mejores compras de temporada. Visite también el mercado de su comunidad (farmers markets).

10 pruebe algo nuevo
Si no lo prueba, nunca sabrá si le gusta. Elija un vegetal que no haya probado antes, agréguela a una receta o busque en internet para ver cómo prepararla.
smart shopping for veggies and fruits

10 tips for affordable vegetables and fruits

It is possible to fit vegetables and fruits into any budget. Making nutritious choices does not have to hurt your wallet. Getting enough of these foods promotes health and can reduce your risk of certain diseases. There are many low-cost ways to meet your fruit and vegetable needs.

1. Celebrate the Season
   Use fresh vegetables and fruits that are in season. They are easy to get, have more flavor, and are usually less expensive. Your local farmer’s market is a great source of seasonal produce.

2. Why Pay Full Price?
   Check the local newspaper, online, and at the store for sales, coupons, and specials that will cut food costs. Often, you can get more for less by visiting larger grocery stores (discount grocers if available).

3. Stick to Your List
   Plan out your meals ahead of time and make a grocery list. You will save money by buying only what you need. Don’t shop when you’re hungry. Shopping after eating will make it easier to pass on the tempting snack foods. You’ll have more of your food budget for vegetables and fruits.

4. Try Canned or Frozen
   Compare the price and the number of servings from fresh, canned, and frozen forms of the same vegetable or fruit. Canned and frozen items may be less expensive than fresh. For canned items, choose fruit canned in 100% fruit juice and vegetables with “low sodium” or “no salt added” on the label.

5. Buy Small Amounts Frequently
   Some fresh vegetables and fruits don’t last long. Buy small amounts more often to ensure you can eat the foods without throwing any away.

6. Buy in Bulk When Items Are on Sale
   For fresh vegetables or fruits you use often, a large size bag is the better buy. Canned or frozen fruits or vegetables can be bought in large quantities when they are on sale, since they last much longer.

7. Store Brands = Savings
   Opt for store brands when possible. You will get the same or similar product for a cheaper price. If your grocery store has a membership card, sign up for even more savings.

8. Keep It Simple
   Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.

9. Plant Your Own
   Start a garden—in the yard or a pot on the deck—for fresh, inexpensive, flavorful additions to meals. Herbs, cucumbers, peppers, or tomatoes are good options for beginners. Browse through a local library or online for more information on starting a garden.

10. Plan and Cook Smart
    Prepare and freeze vegetable soups, stews, or other dishes in advance. This saves time and money. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking.

Go to www.ChooseMyPlate.gov for more information.
la buena compra de vegetales y frutas

10 consejos para economizar en vegetales y frutas

Es posible incluir vegetales y frutas en todo presupuesto. Tomar decisiones nutritivas no tiene que costar demasiado dinero. Comer estos alimentos en cantidades suficientes promueve la buena salud y puede ayudarle a reducir el riesgo de contraer ciertas enfermedades. Hay muchas maneras económicas de satisfacer sus necesidades de consumo de frutas y vegetales.

1. celebre la temporada
   Use frutas y vegetales frescos de temporada. Son fáciles de obtener, saben mejor y, por lo general, cuestan menos. Su mercado local es una fuente excelente de productos frescos de temporada.

2. no vale la pena pagar el precio completo
   Busque en el periódico local, en internet y en las tiendas las ventas especiales, cupones de descuento y ofertas que pueden reducir el costo de los alimentos. A menudo, puede comprar más por menos en supermercados (o tiendas de descuento, si están disponibles).

3. mantenga una lista de compras
   Planifique sus comidas por adelantado y haga una lista de compras. Ahorrará dinero al comprar sólo lo que necesita. No vaya de compras cuando tenga hambre. Ir de compras después de comer hará que sea más fácil pasar por alto los bocadillos tentadores. Tendrá más dinero disponible en su presupuesto para comprar vegetales y frutas.

4. pruebe productos enlatados o congelados
   Compare el precio y la cantidad de raciones de las variedades frescas, enlatadas y congeladas de los mismos vegetales o frutas. Los artículos enlatados y congelados pueden ser menos costosos que los frescos. En el caso de artículos enlatados, elija frutas envasadas en 100% jugo de fruta y vegetales con etiquetas que indican “bajo en sodio” o “sin sal adicional” (“low in sodium” o “without added salt”).

5. compre cantidades pequeñas frecuentemente
   Algunos vegetales y frutas frescas no duran mucho. Compre cantidades pequeñas con mayor frecuencia para garantizar que pueda comerlos y no se echen a perder.

6. compre a granel cuando los artículos estén en venta especial
   En el caso de los vegetales y las frutas que usa con frecuencia, las bolsas más grandes son más económicas. Las frutas y vegetales enlatados y congelados duran más y se pueden comprar en cantidades grandes cuando están en venta especial.

7. las marcas de las tiendas = ahorros para usted
   Si es posible elija comprar las marcas de las tiendas. Obtendrá un producto idéntico o similar a un precio módico. Si su supermercado tiene una tarjeta de descuento para miembros, inscríbase para ahorrar aún más.

8. mantenga las cosas simples
   Compre los vegetales y las frutas en sus formas más simples. Los alimentos pre cortados, pre lavados, listos para el consumo y procesados son convenientes pero a menudo cuestan mucho más que si se compran en sus formas frescas.

9. cultive sus propios vegetales y frutas
   Cultive alimentos frescos, económicos y sabrosos, en el huerto, jardín, o en el balcón, para añadir a sus comidas. Para los principiantes, las hierbas, los pepinos, pimientos o tomates son buenas opciones. Busque en su biblioteca local o en línea para obtener más información sobre cómo sembrar un huerto.

10. planifique y cocine de manera astuta
    Prepare de antemano y congele sopas, guisos u otros platos con vegetales. Eso le ahorrará tiempo y dinero. Agregue restos de vegetales a cazuelas, o mézclelos para hacer sopa. Las frutas maduras son excelentes para hacer batidos o para hornear.
Program Evaluation
Program Evaluation

The *Grow Yourself Healthy* nutrition education program includes an evaluation component to tell whether the program is effective in achieving its objectives of increasing exposure to a variety of healthy foods – emphasizing fresh vegetables and fruits, increasing willingness to taste new fruits and vegetables, knowledge about the MyPyramid/MyPlate food groups, promoting use of water over high-sugar drinks and daily physical activity. Our program completes pre-testing prior to the first fall lesson and post-testing following completion of the spring lessons series (submission for peer-review and publication pending). The following pages provide you with the evaluation tools to conduct your own optional pre- and post-testing. Documents provided include:

**Lessons Evaluation Worksheet**
This form may be used to document qualitative or descriptive information about each lesson. This may include the names of foods sampled and brief descriptions of class response or ideas to modify the lesson for future use.

**Pre/Post Test: Worksheets 1 and 2**
These tests are administered individually to participating classrooms prior to and following the teaching of the lessons. Worksheet 1 assesses basic knowledge gains, preference for specific fruits and vegetables and changes in willingness to taste or try new foods. Worksheet 2 allows assessment of changes in intake of vegetables and fruits.

**MyPyramid and MyPlate Handouts - Modified**
The names of the Food Groups are removed from these versions of the *MyPyramid for Kids* and *MyPlate* handouts. This allows their use to test the students’ ability to recognize and name the food groups.

If you are interested in publishing the results of your program evaluation, approval will need to be obtained from your school district’s superintendent or institution’s human subjects’ protection research office or Institutional Review Board before you may conduct pre- and post-testing.
<table>
<thead>
<tr>
<th>LESSON</th>
<th>COMMENTS</th>
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<tr>
<td>Lesson 1: <em>Learn! Grow! Taste!</em></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>What was tasted:</td>
<td></td>
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<tr>
<td>Lesson 2: <em>From MyPyramid to MyPlate</em></td>
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<tr>
<td>Date:</td>
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<td>What was tasted:</td>
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<tr>
<td>Lesson 3: <em>Focus on Fruits</em></td>
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<tr>
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<tr>
<td>Lesson 4: <em>Vary Your Veggies</em></td>
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<td>Date:</td>
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<td>What was tasted:</td>
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<tr>
<td>Lesson 5: <em>Make Half Your Grains Whole</em></td>
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<td>What was tasted:</td>
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<tr>
<td>Lesson 6: <em>Vary Your Protein Choices</em></td>
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<td>Lesson 7: <em>Grow Strong with Dairy</em></td>
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<td>Lesson 8: <em>What We Have Learned</em></td>
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<td>Additional Comments/Notes:</td>
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GROW YOURSELF HEALTHY

Pre

Name ______________________________     Gender _____

Code ______________________________     Grade _____

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GROW YOURSELF HEALTHY

Post

Name ______________________________     Gender _____

Code ______________________________     Grade _____
Your Personal Worksheet
Pre/Post

Code: __________________

Date: __________________

These worksheets ask questions about you – what you know, what you think, and what you do.

Since these questions are about you, there are no right or wrong answers.

Please read each question carefully.

If you do not understand a question, please raise your hand so we can help you.
1. **Complete this sentence:**
   
   Washing my hands helps remove _____________________________

2. **Name two kinds of sports or active play that you enjoy**
   
   a. _______________________________
   
   b. _______________________________

3. **Why are fruits and vegetables good for you? (List three reasons)**
   
   a. _______________________________
   
   b. _______________________________
   
   c. _______________________________
Instructions:

1. Look carefully at the picture of each food.
2. Write the name of the food on the line.
3. If you don’t know the name of the food, write “I don’t know” on the line.
4. If you don’t know how the name is spelled, sound it out and do your best.
5. Next, circle YES if you have ever eaten the food before or NO if you have not.
   If NO, circle only one of the answers in blue.
   If YES, circle only one of the answers in yellow.

4. What is the name of this food?

Have you ever eaten this food before?

<table>
<thead>
<tr>
<th>NO</th>
<th>I am willing to taste it</th>
<th>I am not sure I am willing to taste it</th>
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</tr>
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<tbody>
<tr>
<td>YES</td>
<td>I really do not like it</td>
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<td>I really like it a lot!</td>
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</tbody>
</table>
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### 12. What is the name of this food?

Have you ever eaten this food before?

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<th>NO</th>
<th>I am willing to taste it</th>
<th>I am not sure I am willing to taste it</th>
<th>I am not willing to taste it</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>I really do not like it</td>
<td>It is OK</td>
<td>I really like it a lot!</td>
</tr>
</tbody>
</table>

### 16. What is the name of this food?

Have you ever eaten this food before?

<table>
<thead>
<tr>
<th>NO</th>
<th>I am willing to taste it</th>
<th>I am not sure I am willing to taste it</th>
<th>I am not willing to taste it</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>I really do not like it</td>
<td>It is OK</td>
<td>I really like it a lot!</td>
</tr>
</tbody>
</table>
17. What is the name of this food?

Have you ever eaten this food before?

<table>
<thead>
<tr>
<th></th>
<th>I am willing to taste it</th>
<th>I am not sure I am willing to taste it</th>
<th>I am not willing to taste it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YES</strong></td>
<td>I really do not like it</td>
<td>It is OK</td>
<td>I really like it a lot!</td>
</tr>
</tbody>
</table>

18. What is the name of this food?

Have you ever eaten this food before?

<table>
<thead>
<tr>
<th></th>
<th>I am willing to taste it</th>
<th>I am not sure I am willing to taste it</th>
<th>I am not willing to taste it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YES</strong></td>
<td>I really do not like it</td>
<td>It is OK</td>
<td>I really like it a lot!</td>
</tr>
</tbody>
</table>
19. What is the name of this food?

Have you ever eaten this food before?

<table>
<thead>
<tr>
<th>NO</th>
<th>I am willing to taste it</th>
<th>I am not sure I am willing to taste it</th>
<th>I am not willing to taste it</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>I really do not like it</td>
<td>It is OK</td>
<td>I really like it a lot!</td>
</tr>
</tbody>
</table>
Read the questions below carefully.
For each question circle only one answer, either Not sure or Sure.

20. How sure are you that you could…

<table>
<thead>
<tr>
<th></th>
<th>Eat half a plate of vegetables and fruits at lunch?</th>
<th>Not sure</th>
<th>Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Eat half a plate of vegetables and fruits at dinner?</td>
<td>Not sure</td>
<td>Sure</td>
</tr>
<tr>
<td>b</td>
<td>Eat fruit for a snack?</td>
<td>Not sure</td>
<td>Sure</td>
</tr>
<tr>
<td>c</td>
<td>Eat cut-up vegetables for a snack?</td>
<td>Not sure</td>
<td>Sure</td>
</tr>
<tr>
<td>d</td>
<td>Drink water instead of sugary drinks when I’m thirsty?</td>
<td>Not sure</td>
<td>Sure</td>
</tr>
</tbody>
</table>
Fill in the name of each food group in the white box inside each food group on MyPlate.
22. For each *MyPlate* food group, write the names of two favorite foods.

1. ______________________  
   2. ______________________  

1. ______________________  
   2. ______________________  

1. ______________________  
   2. ______________________  

1. ______________________  
   2. ______________________
Your Personal Worksheet # 2

Pre/Post

ID: __________________ Date: __________________

This worksheet asks how much fruit and vegetables you eat.
1. Please circle the name of any fruit or vegetable you ate or drank yesterday.
2. Then put an \(\text{}\) in each box showing when you had it.
3. If you ate or drank anything not listed, write its name on the blank line at the bottom.
4. Then show when you had it.

---

Example:

- Breakfast before school
- Breakfast at school
- Morning break
- Lunch
- Afternoon break at school
- Snack after school
- Evening meal (dinner)
- Evening snack
- Before bed
- Snack before bed

---

Fruit Juices:

1. Apple Juice
2. Grape Juice
3. Mango Juice
4. Prune Juice
5. Grapefruit Juice
6. Cranberry Juice
7. Tomato Juice
8. Cranberry Juice
<table>
<thead>
<tr>
<th>Fruits</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
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<tbody>
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<td>1 Apple</td>
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<td>2 Pear</td>
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<td>3 Banana</td>
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<td>4 Orange</td>
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<td>5 Grapes</td>
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<td>6 Melon</td>
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<td>7 Pineapple</td>
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<td>8 Strawberry</td>
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<td>9 Peach/Nectarine</td>
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<td>12 Watermelon</td>
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<td>Time of Day</td>
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<td>Green Beans</td>
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</tr>
</tbody>
</table>

- Cucumber
- Tomatoes
- Celery
- Green Beans
- Squash
- Broccoli
- Corn
- Green Beans
- Celery
- Tomatoes
- Cucumber
When you have fruit juice, how much do you usually drink?

- None
- ¼ Glass
- ½ Glass
- 1 Glass
- 2 Glasses
- 3 Glasses

When you eat fruit, how much do you usually eat?

- None
- 1 Slice
- 1 Half
- 1 Whole
- 2 Whole
- 3 Whole

When you eat vegetables (cooked or raw), how much do you usually eat?

- None
- 1 Spoonful
- 2 Spoonfuls
- 3 Spoonfuls
- 4 or More Spoonfuls
Teacher Post-Program Evaluation

We want to find out how you feel about the Grow Yourself Healthy (GYH) program this year. Your comments and ideas will help us improve the program for next year.

1. What worked well this year?

2. What didn’t work so well?

3. What do you see as the primary value of the program?

4. Do you have any suggestions for us to improve the program?

5. We’d like to find some ways to help teachers reinforce the concepts and content of the lessons we provide. Do you have any suggestions on how we might do that?

6. Do you have any tips or strategies to increase parent engagement?

7. Do you have any other comments or suggestions for us?

We thank you for your time and appreciate your participation in and support of our program!