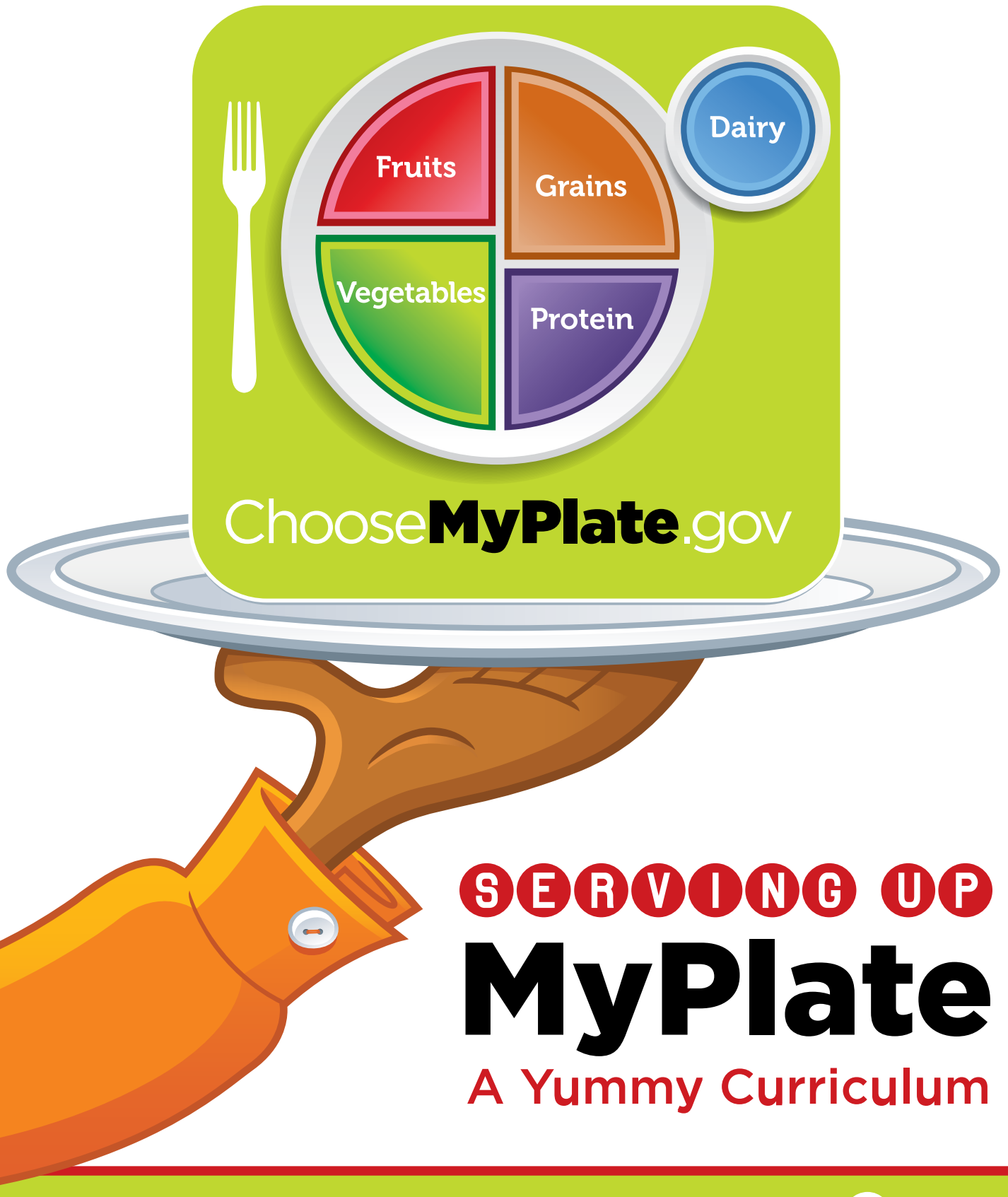


LEVEL 1

Grades 1 & 2



S E R V I N G U P

MyPlate

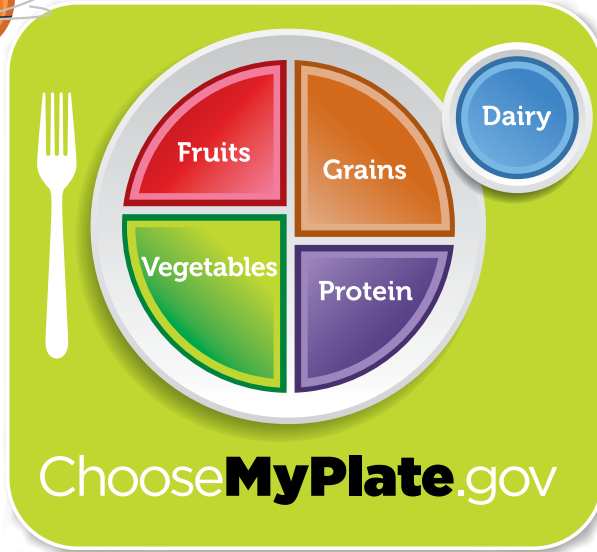
A Yummy Curriculum



Standards-Based Nutrition Education



SERVING UP MyPlate



Fruits: Fuel Up With Fruits at Meals or Snacks

Pears, watermelon, plums, raisins, berries, and applesauce (without extra sugar) are just a few of the great choices. Make sure your fruit juice is 100% juice.



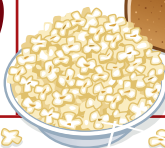
Vegetables: Color Your Plate With Great- Tasting Veggies

Try to eat more dark-green, red, and orange vegetables, and beans and peas.



Grains: Make at Least Half Your Grains Whole Grains

Choose whole-grain foods, such as whole-wheat bread, oatmeal, whole-wheat tortillas, brown rice, and popcorn, more often.



Protein: Vary Your Protein Foods

Try fish, shellfish, beans, and peas more often. Some tasty ways include a bean burrito, hummus, veggie chili, fish taco, shrimp stir-fry, or grilled salmon.



Dairy: Get Your Calcium-Rich Foods

Choose fat-free or low-fat milk, yogurt, and cheese at meals or snacks. Dairy foods contain calcium for strong bones and healthy teeth.



Keep on Moving!

Kids need at least 60 minutes of physical activity every day. Whether that's running, biking, tossing a ball, or playing tag, every little bit counts. So, run around at recess, jump rope with friends, ride your scooter, or play a sport. It all adds up!



Know Your "Sometimes" Foods

Look out for foods with added sugars or solid fats, such as candy, cake, cookies, chips, ice cream, soda, fruit punch, lemonade, hot dogs, and bacon. They fill you up so that you don't have room for the foods that help you eat smart and play hard. Enjoy these every once in a while, not every day.



LETTER TO Teachers

Dear Teacher,

What are healthy food choices? What is a balanced diet? The U.S. Department of Agriculture's Food and Nutrition Service is providing these lessons under its Team Nutrition initiative in order to help teachers integrate nutrition education into Math, Science, English Language Arts, and Health. This yummy curriculum introduces the importance of eating from all five food groups using the new **MyPlate** icon and a variety of hands-on activities. Students will also learn the importance of physical activity to staying healthy.

In this Teacher's Guide, you'll find three inquiry-driven lessons that help 1st and 2nd grade children discover nutrition, explain their understandings, and reflect upon their experiences — all of which encourage a lasting awareness of what it means to be healthy. In addition to subject-driven learning, each lesson offers valuable and easy-to-implement cafeteria activities and home connections. We encourage you to include these in your planning, as they will provide your students with further practice and real-world experience. Let parents know what their children will be learning about in class so they can support these new skills at home.

You will also find:

- **A Pacing Guide:** time required per activity and recommended pacing to help you plan each lesson
- **Teacher's Morsels:** helpful resources, background, and tips
- **Extra Helpings:** ideas on how to extend the learning beyond the lesson
- **Savor the Learning:** valuable ways to connect the learning to the school cafeteria and/or students' homes to provide real-world practice
- **Student Handouts:** easily reproducible handouts designed to appeal to students while reinforcing lesson objectives

- **Three Original Songs:** *Alive With 5 Food Groups* and *Do/Be* help students learn about healthy choices in an engaging and memorable way and are incorporated into the lessons. Dancing and singing along to an additional song called *Do Your Body Right* may be a fun extension activity in the third lesson. We invite you to listen to it ahead of time to determine whether your class would enjoy it. All of the songs are provided on the enclosed CD, along with the lyrics, and may be downloaded at <http://teamnutrition.usda.gov/myplate.html>.

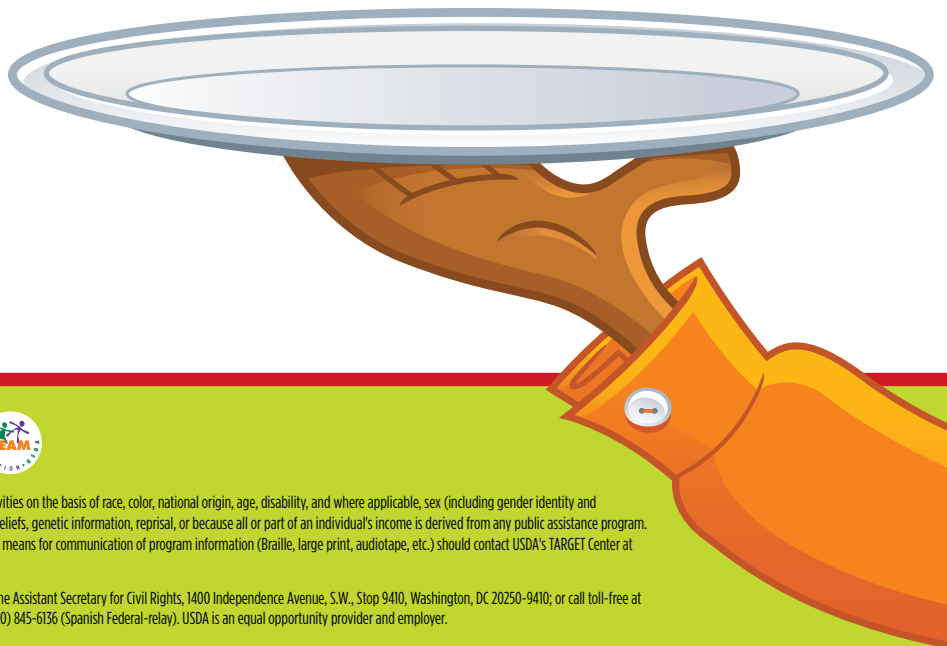
- **Eat Smart To Play Hard With MyPlate Poster:** a two-sided poster showing the **MyPlate** icon and foods in the five food groups. The blank **MyPlate** on the reverse can be used as a tool to assess students' understanding.

- **MyPlate at Home:** a colorful handout to share with parents that reinforces the lesson at home. It's also available in Spanish. Additional copies are free for schools at <http://teamnutrition.usda.gov/myplate.html>.

We hope you and your students enjoy the process of learning how to make healthy choices. It's an education that will last a lifetime!

Sincerely,

Your Friends at Team Nutrition



USDA United States Department of Agriculture
Food and Nutrition Service • FNS-444
September 2012



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| Lesson Title | Essential Question | Learning Objectives | Student Handouts |
|---|--|--|--|
| <p>First Course: Fun With Food Groups</p> <p>Time Required: Session 1 (50 minutes) Session 2 (30 minutes) Session 3 (30 minutes)</p> | <p>What does it mean to be healthy? Eat healthy?</p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify the five food groups, and give examples of foods in each. Explain how MyPlate serves as a reminder to eat foods from each food group. Create a healthy meal containing a food from each food group. | <ol style="list-style-type: none"> 1. <i>My Food Card</i> 2. <i>My Menu Planner</i> |
| <p>Second Course: Eat Smart To Play Hard</p> <p>Time Required: Session 1 (30 minutes) Session 2 (40 minutes) Session 3 (40 minutes)</p> | <p>Why is it important to eat a variety of foods from all food groups?</p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify what foods to eat more of, and explain why. Name at least two reasons why it is important to eat foods from all five food groups for a healthy diet. Explain that foods have nutrients that help us grow and stay healthy. Discuss how being physically active is part of a healthy lifestyle. | <ol style="list-style-type: none"> 1. <i>A Day in the Life of...</i> 2. <i>Serving MyPlate to MyFamily</i> |
| <p>Third Course: “Sometimes” Foods and “Switcheroos”</p> <p>Time Required: Session 1 (50 minutes) Session 2 (30 minutes) Session 3 (40 minutes)</p> | <p>What foods should I eat less of, and why?</p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify foods with added sugars and solid fats. Explain why foods with added sugars and solid fats should be eaten only some of the time. Give examples of healthier food options to choose instead. | <ol style="list-style-type: none"> 1. <i>“Sometimes” Foods and “Switcheroos”</i> 2. <i>“Switcheroo” Recipe</i> |



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| Lesson Title | Standards Met* |
|---|---|
| <p>First Course: Fun With Food Groups</p> | <p>English Language Arts: Speaking and Listening Standards: Comprehension and Collaboration (1.1, 2.1): <i>Participate in collaborative conversations with diverse partners</i>; Reading Standards: Foundational Skills/Fluency (1.4, 2.4): <i>Read with sufficient fluency to support comprehension.</i></p> <p>Science: Standard (A): Science as an inquiry: <i>Understandings about Scientific Inquiry.</i></p> <p>Health: Standard (1.2.1): <i>Identify that healthy behaviors impact personal health.</i></p> <p>Math: Number and Operations in Base Ten (1, 2): <i>Use place value understanding and properties of operations to add and subtract.</i></p> |
| <p>Second Course: Eat Smart To Play Hard</p> | <p>English Language Arts: Speaking and Listening Standards: Comprehension and Collaboration (1.1, 2.1): <i>Participate in collaborative conversations with diverse partners</i>; Writing Standards: Production and Distribution of Writing (1.4, 2.4): <i>Read with sufficient fluency to support comprehension.</i></p> <p>Science: Standard (F): Science in personal and social perspective: <i>Personal Health.</i></p> <p>Health: Standard (1.2.1): <i>Identify that healthy behaviors impact personal health.</i></p> <p>Math: Number and Operations in Base Ten (1, 2): <i>Use place value understanding and properties of operations to add and subtract.</i></p> |
| <p>Third Course: “Sometimes” Foods and “Switcheroos”</p> | <p>English Language Arts: Reading Standards: Foundational Skills (1.4, 2.4): <i>Read with sufficient accuracy and fluency to support comprehension.</i> Speaking and Listening Standards: Comprehension and Collaboration (1.1, 2.1): <i>Participate in collaborative conversations with diverse partners</i>; (1.4, 2.4): <i>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</i>; Writing Standards: Text Types and Purposes (1.2, 2.2): <i>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i></p> <p>Science: Standard (A): Science as an inquiry: <i>Understandings about Scientific Inquiry</i>; Standard (F): Science in personal and social perspective: <i>Personal Health.</i></p> <p>Health: Standard (5.2.1): <i>Identify situations when a health-related decision is needed</i>; Standard (5.2.1): <i>List healthy options to health-related issues or problems.</i> Standard (5.8.6): <i>Choose a healthy option when making a decision.</i></p> <p>Math: Measurement and Data (1, 2): <i>Represent and interpret data</i>; Number and Operations in Base Ten (1, 2): <i>Use place value understanding and properties of operations to add and subtract.</i></p> |

*Sources: **English Language Arts** and **Math** standards — Common Core; **Science** education standards — National Academy of Sciences; **Health** standards — American Cancer Society



Original Songs **LYRICS**



Alive With 5 Food Groups

(Talking about the five food groups, what they are and what they help do)

Banana is a fruit, broccoli is a veggie
Rice is a grain, chicken is a protein food
Milk is dairy, and now we've got five
We're going to feel our best (uh huh), we're going to feel alive!

Chorus:

Alive, with five, both you and I
Alive with five, let's give them a try
Fruits and vegetables, dairy and grains
Add to that a protein food and you'll be on your way!

So many fruits and vegetables are good for me
Some help me heal my wounds, or give me more energy
Sometimes I like to eat them with some meat, bread, and cheese
These five food groups give me what I need, wouldn't you agree?

Chorus

I've got a red apple (a fruit, a fruit)
And green spinach leaves (a vegetable, a vegetable)
I toasted up some bread (a grain, a grain)
With some low-fat cheddar cheese (that's dairy, that's dairy)
A few slices of turkey (a protein food, a protein food)
That's a fine-looking plate (my plate, my plate)
If you want to be healthy, if you want to feel your best
These five food groups are the key to your success!

Chorus



Do/Be

Chorus:

Nutrients are good for me
Some help me do and some help me be
Some help me run and jump and grow
Others keep me feeling like a pro
Nutrients are good for me
Some help me do and some help me be
Working all together to keep me healthy

Those five food groups we learned about
They've got nutrients we need
To do things at our peak
To be more healthy
Some help give our skin a healthy glow
Some help keep us from catching colds
And others strengthen bones and muscles
So round those bases we can hustle

Chorus

That candy, cookies, soda, ice cream
Sometimes we eat too much
They don't have as many nutrients
No, they don't have quite the touch
So, how about we substitute
The sweet stuff with a piece of fruit
Because fruit's got the stuff we're talking about
So many nutrients — there is no doubt

Chorus



Main Ingredients

Recommended Pacing:

Session 1 (50 minutes) — First Taste, Digging In (Part A)

Session 2 (30 minutes) — Digging In (Part B)

Session 3 (30 minutes) — Digesting It All

Essential Question:

What does it mean to be healthy? Eat healthy?

Learning Objectives:

Students will be able to...

- Identify the five food groups, and give examples of foods in each.
- Explain how **MyPlate** serves as a reminder to eat foods from each food group.
- Create a healthy meal containing a food from each food group.

Subject Connections:

English Language Arts, Science, Health, Math

Materials & Preparation:

- One sign per food group (post in different visible areas of classroom)
- Colored pencils, crayons, or markers; scissors, glue
- Images of food: magazines, newspaper, or circular ads
- Computer, CD or MP3 player with speakers
- **Original Song & Lyrics:**
Alive With 5 Food Groups
- **Student Reproducible 1:**
My Food Card (3 per student; reproduce on card stock if possible)
- **Student Reproducible 2:**
My Menu Planner
- **Eat Smart To Play Hard With MyPlate Poster** (display in your classroom)
- **MyPlate at Home parent handouts**

Fun With Food Groups

What's Cooking?

Learning to make healthy food choices is something children will use for life. Lesson 1 introduces students to the five food groups, while also meeting English Language Arts, Science, Math, and Health standards through a variety of fun and interactive activities.

FIRST TASTE: Engage (20 minutes)

1. Begin by asking students to think about the **Essential Question**: What do they think it means to **be** healthy? What do they think it means to **eat** healthy? Accept all answers and list them on the board. Explain to students that to **be** healthy one should **eat** healthy and **be** physically active each day.
2. Play the song *Alive With 5 Food Groups* for the class. Ask children to listen carefully to the lyrics of the song. The lyrics introduce the five food groups. Invite students to share what they learned from the song. Can anyone identify the five food groups? (**Fruits, Vegetables, Protein, Grains, Dairy**). **Note:** You may want to play the song more than once.
3. Display the **MyPlate** poster. Ask students to share what they notice about the **MyPlate** icon. Explain that **MyPlate** illustrates the five food groups a person should eat each day, and that the colors red, green, orange, blue, and purple represent the five food groups. Before they eat, people should think about what goes on their plate or in their cup. Foods like vegetables, fruits, whole grains, low-fat dairy products, and lean protein help them eat healthy and be healthy.

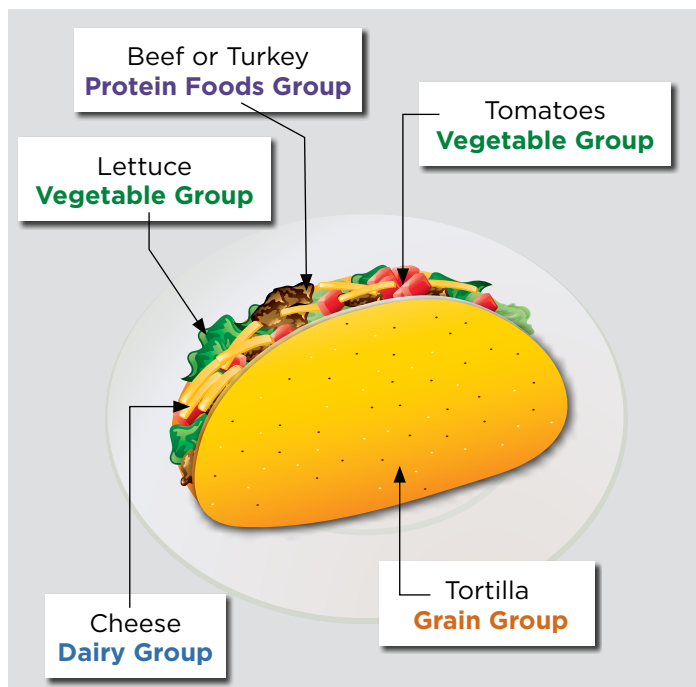




TEACHER'S Morsel

DIGGING IN: Explore (60 minutes) Part A (30 minutes)

- List the names of all five food groups on the board. Explain that foods are put into groups to help us understand how to create a balanced meal. Ask the class why they think eating foods from each food group is important. Putting food from each food group on our plate helps us eat smart to play hard.
- Invite students to share a food. Encourage them to think about foods they have eaten at home or in the cafeteria, or seen their parents purchase in the supermarket. Prompt them by asking them to think of foods they've seen that grow in the ground or on trees or plants, are found in the sea, or come from an animal. Write down their answers on the board.
- Work together as a class to determine what food group each belongs to. If students suggest a combination food or dish (for example: pizza, sandwich, curry, or tacos), help students to break the meal down by asking them to think about its specific main food ingredients. For example:
Tacos — tortilla (Grain Group), tomatoes and lettuce (Vegetable Group), cheese (Dairy Group), ground turkey or beef (Protein Foods Group).



Food Groups: Visit

<http://www.chooseMyPlate.gov/food-groups> for more examples of healthy food options in each food group.

New Foods: Ask students if they have tried or heard of the following foods. Can they classify which food group each belongs to? (**Fruit**) kiwi fruit, prunes, cantaloupe, papaya; (**Vegetable**) kale, bok choy, plantains, split peas, okra; (**Grain**) brown rice, quinoa, couscous, barley; (**Protein Foods**) cashew nuts, shrimp, chickpeas/garbanzo beans, tofu; (**Dairy**) ricotta cheese, Greek yogurt.

- Next, supply each student with art supplies and three *My Food Card* handouts. **Note:** If you have more time, ask students to create five *Food Cards*, one from each group. Give students 15 minutes to complete their *Food Cards* — each with a drawing or collage of a favorite food from a different food group. Ask students to draw one specific food, such as a fruit or a dairy product, as opposed to combination foods, such as pizza or tacos. Prompt students to think of foods they like to eat by asking what they ate at lunch that day, or dinner the night before. They will also need to complete the sentences on the card according to what food they chose.
- Invite students to share and read their *Food Cards* aloud with the class and explain why they like each food item. Collect everyone's cards.

Part B (30 minutes*)

- Share with students that they will now play a game called Musical Food Groups (similar to "musical chairs," but uncompetitive). In preparation, designate five different sections of the classroom by clearly labeling each as one of the five food groups. You will be using the song *Alive With 5 Food Groups* for this game.

The objective of the game is to be able to identify foods in their correct food groups. Shuffle the *Food*

*Can vary depending on how many rounds are played.

TEACHER'S Morsel



Game Challenge: To make the game more challenging, add more Food Cards with foods listed on <http://www.chooseMyPlate.gov/food-groups>. Make sure each food group is represented along with beverages like fat-free or low-fat milk.

MyPlate Display: Share students' artwork on their Food Cards with other classes by displaying them on bulletin boards in the cafeteria or in the hallway.

Cards and explain that each student will draw one card from the deck. When the music starts, students will move around the room. When the music stops, students should move to the food group to which their *Food Card* belongs. For example, a student with a pineapple on his or her *Food Card* should stand in the Fruit Group section.

10. Play at least two rounds to help students become familiar with the food groups. After each round, collect all cards, shuffle, and have students select a new card. Encourage students to dance or express themselves through physical activity while the music is playing.
11. In the third and final round of the game, add a new objective. Students will need to organize themselves into healthy “meals” based on **MyPlate** (groups of five students representing all food groups). For example, if a student’s card is broccoli, he/she represents the Vegetable Group. When the music stops, he/she will need to find four other students, one from each food group, to create their “meal.” Write the foods in each meal on the board.

Note: In the event that your class cannot be divided perfectly into groups of five, ask the students who have fewer than five foods in their group to think of the remaining foods in their “meal.”



12. Once all students have organized themselves into meals, ask each group to share the foods in their “meal.” Write these on the board. Ask students, “What sounds yummy? What would you eat for breakfast, lunch, or dinner?” Ask students if there is any rearranging they can do as a class to make the meals tastier. Are there any ideas of ways to make substitutions so the meals are healthier? Explain to students that they may not be able to get every food group in one meal, but if they ate a protein food, dairy, fruit, and grain for breakfast, they could have a vegetable later for a snack.

DIGESTING IT ALL: Explain, Evaluate (30 minutes)

13. Ask students the **Essential Question** again: “What does it mean to be healthy? Eat healthy?” Allow time for students to answer the question. (*Making healthy food choices means eating foods each day from the five food groups.*)
14. Next, distribute the *Menu Planner* handout. Ask students to work in pairs to create 1 week’s worth of dinners based on **MyPlate**. They may use the meals they created in the game (written on the board) as a guide, but they may also substitute other foods as long as they create a meal with foods from all five food groups. Once it is completed, students may take the *My Menu Planner* home to share and try with their families.



FOOD FOR Thought

SAVOR THE LEARNING: Elaborate

Cafeteria:

- Analyze the menus from the school cafeteria for 1 week. Identify what foods belong to which food groups.

At Home:

- Have students take home the **MyPlate at Home** parent handout and the *My Menu Planner* reproducible they completed in class. Encourage students to talk about their menus with their families.
- Ask students to draw a picture of what they ate for dinner at home, and then compare it to the **MyPlate** icon.

- Some people say that tomatoes are a fruit. That is because tomatoes come from the fruit part of the tomato plant. But we eat them like a vegetable. So they belong in the Vegetable Group.
- Beans are special! They are both a vegetable and a protein food. Black beans, chickpeas/garbanzo beans, pinto beans, and navy beans...try them all!



EXTRA HELPINGS: Elaborate

(1 week, 10 minutes per day)

Track Your Fruits and Vegetables! Wondering how many different kinds of fruits and veggies you eat as a class? Find out by tracking the fruit and vegetable consumption of all students in your class in a week. Help your students create a chart on a poster board labeled **Let's All Root...For Veggies and Fruit**. The chart should list the days of the week across the top. The names of the students should be listed in a column going down the left. For a week, invite students to write the names of the fruits and vegetables they have eaten each day for breakfast and/or lunch (depending on time of class). At the end of the week, have students count up how many fruits/vegetables they each ate. Then have them calculate which fruit/vegetable was the most popular in the whole class. Publish the results on a bulletin board or in the school cafeteria. Get the whole school involved; challenge other classes to see who can eat the widest variety of fruits and vegetables. Offer suggestions for trying new foods. For instance, if you like French fries, try sweet potato fries. If you like lettuce on your sandwich, try baby spinach. Keep tracking for a month to see long-term results and improvement!



MY Food Card

FIRST COURSE • REPRODUCIBLE 1



Name: _____ Date: _____

Fill in the sentences below, then draw a picture or make a collage of your favorite food item.

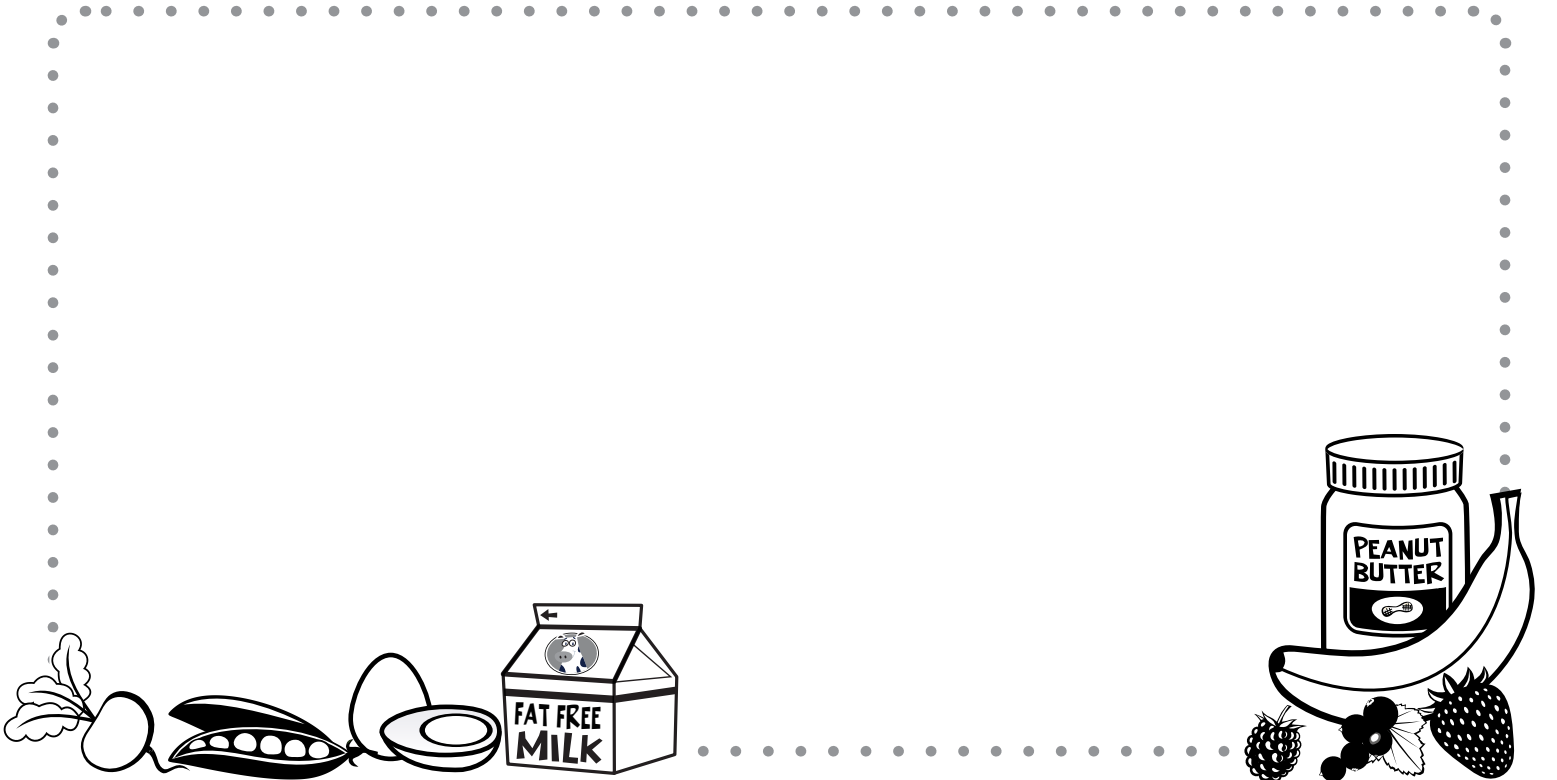
I like to eat _____ ,
(My favorite food)

which is part of the _____ ,
(Food group)

at _____ .
(Mealtime)

I like to eat it with _____ ,
(Other food items)

because _____ .
(Explain why you like to eat it)



My Menu **PLANNER**

FIRST COURSE • REPRODUCIBLE 2



Name: _____ Date: _____

Plan your dinner menu for a week. Work with a partner to make a full, balanced, and healthy meal for each day. Remember to make sure each meal has one food item from each of the five food groups. You may use one of the food groups for a drink.

When finished, bring it home to share, and try the meals with your family!

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|-------------|-------------|-------------|-------------|
| Fruits: | Fruits: | Fruits: | Fruits: | Fruits: |
| Vegetables: | Vegetables: | Vegetables: | Vegetables: | Vegetables: |
| Protein: | Protein: | Protein: | Protein: | Protein: |
| Grains: | Grains: | Grains: | Grains: | Grains: |
| Dairy: | Dairy: | Dairy: | Dairy: | Dairy: |

