

December - Lesson Plan Grades K-I

MY PYRAMID



Objectives

Learn that foods are divided into food groups.

Learn the colors that represent the food groups on MyPyramid for Kids.

Supplies Needed

December
Pick a **better** snack™ &
ACT bingo card

MyPyramid for Kids Poster

Crayons

Pictures of food

“MyPyramid for Kids”
worksheet

Teacher Resource

Exploring *MyPyramid for Kids*

Note to teachers

In the fall lessons, Pick a **better** snack the Color Way was the key message. For the months of December through February the focus will be on Pick a **better** snack™ & **ACT** for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid’s pyramid that was released in the fall of 2005.

USDA’s Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at www.mypyramid.gov/kids. A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

Level 1 Lessons (grades 1 and 2)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 2 Lessons (grades 3 and 4)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 3 Lessons (grades 5 and 6)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid at www.mypyramid.gov.

Background

Historically, USDA has provided consumers with dietary guidance dating back more than 100 years. The new MyPyramid is the most updated form of federal nutrition

guidance for Americans.

The colorful, kid-friendly graphic and tagline “Eat Right. Exercise. Have Fun.” were developed for and tested with elementary school-aged children. MyPyramid for Kids was developed for children 6 to 11 years old to motivate them to make healthy food choices and be physically active every day. The target age of 6 to 11 was chosen because most people learn about nutrition in elementary school.

The different size stripes suggest how much food you should choose from each group. Choose more foods from the food groups with the widest stripes. Within a food group the color stripe is wider at the base and narrow at the top. Foods at the base of the pyramid should be eaten more often than foods at the top of the pyramid.

The colors, orange – grains, green – vegetables, red – fruits, yellow – oils, blue – dairy, and purple – meat and beans, represent the five different food groups plus oils. Eat food from every food group every day.

The child climbing the steps on the side of pyramid encourages physical activity. Take one step at a time to be more active. For example, play outside just a few minutes longer after school.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov
www.wegmans.com/kitchen/ingredients/produce/

Do the Activity: My Pyramid

Display MyPyramid poster for Kids. Explain that MyPyramid is a picture of the foods we need to eat each day.

Each color on the Pyramid shows us a different type of food. We need to eat foods from each group every day to help us grow, play and stay healthy.

Kindergarten

Introduce each food group on the pyramid. Talk about what foods are in each group. Have ribbon or crepe paper in the six colors to represent each food group. After discussing each food group have students draw a food for one of the groups. Attach the pictures to the ribbons or paper on a bulletin board. If students have trouble thinking of foods, share your favorites. To save time use food pictures from grocery store ads,

magazines or the Web.

Wegman's stores have an easy to use fruit and vegetable encyclopedia with many pictures online at <http://www.wegmans.com/kitchen/ingredients/produce/>. Point to the person walking up MyPyramid. Ask students why do they think someone is walking up the side? Explain the message is "Being active every day is another way to be healthy."

1st Grade

Choose student activities from Exploring *MyPyramid for Kids* provided in level one, lesson one. The lesson outline is provided as a teacher resource for this lesson.

Talk It Over:

MyPyramid is a picture of the foods we need to eat every day. What do the colors on the MyPyramid remind us of? *Groups of food*

How often should we eat from each food group? *Each day*

How does MyPyramid remind us to eat healthy foods and to be active? *Child running up the steps*

Apply:

Pass out the December Pick a **better** snack™ & **ACT** bingo card. Review the fruits and vegetables featured for the month. The bingo card encourages kids to eat more from these two groups in MyPyramid.

What food groups do you see on the bingo card?" *Fruits and vegetables*. Fruits and vegetables are represented by different colors on MyPyramid. What are they? *Red and green*

Note: Red and green are often used for decorations during this time of year. This may be a good way to remember the colors used on MyPyramid for fruits and vegetables.

What fruits and vegetables do students usually have at home?" Notice that the bingo card has both frozen and canned as well as fresh. What is in their freezer? What is in their kitchen cupboard at home?

Where could kids eat fruits and vegetables away from home? Ask the person who buys groceries at your house if they could buy your favorite fruits and vegetables when they shop the next time.

Remind the students that the back of the bingo card has a recipe and fun activities for their family.

Extend the Activity

The MyPyramid for Kids lessons describe curriculum connections provided by the lessons activities. Additional ideas for curriculum extensions are provided below.



**Art, Music
& PE**

Play **Fruit Basket Upset** using cutouts of the fruits introduced in October through December (apples, grapes, cranberries, pears, kiwis, tangerines, and grapefruit).

The person who is "it" stands in the center of the circle, with all other players sitting down. "It" calls out the name of a fruit; everybody who is that fruit must jump up, run to another empty chair and sit down. "It" also tries to get a seat while they are changing seats, so there "should" be a new "it" (the person left without a chair) each time. If "it" wants to, they can have **everybody** get up and change seats by calling "Fruit Basket Upset."



**Language Arts
& Reading**

Read Tops and Bottoms by Janet Stevens, Harcourt Brace & Company, 1995. This is an excellent book to discuss different types of plants and what parts we eat such as the root, stem, leaf, seed or flower.



Math

Create a graph on a large sheet of paper indicating with a label and a picture the vegetables introduced in October through December (jicama, carrot, pumpkin, sweet potato, and broccoli). Have students write their name in the column of the vegetable that they would most likely choose for a snack. Ask "What can we learn?"

Place food models of a number of fruits and vegetables at a learning center. Have students sort models by if they are a fruit or a vegetable. Refer to the MyPyramid poster for clues.



**Science &
Health**

Place six grocery bags in the front of the room representing the five food groups plus oils. Hold up individual food items and ask students to put each item into the food group (bag) to which it belongs.



Social Studies

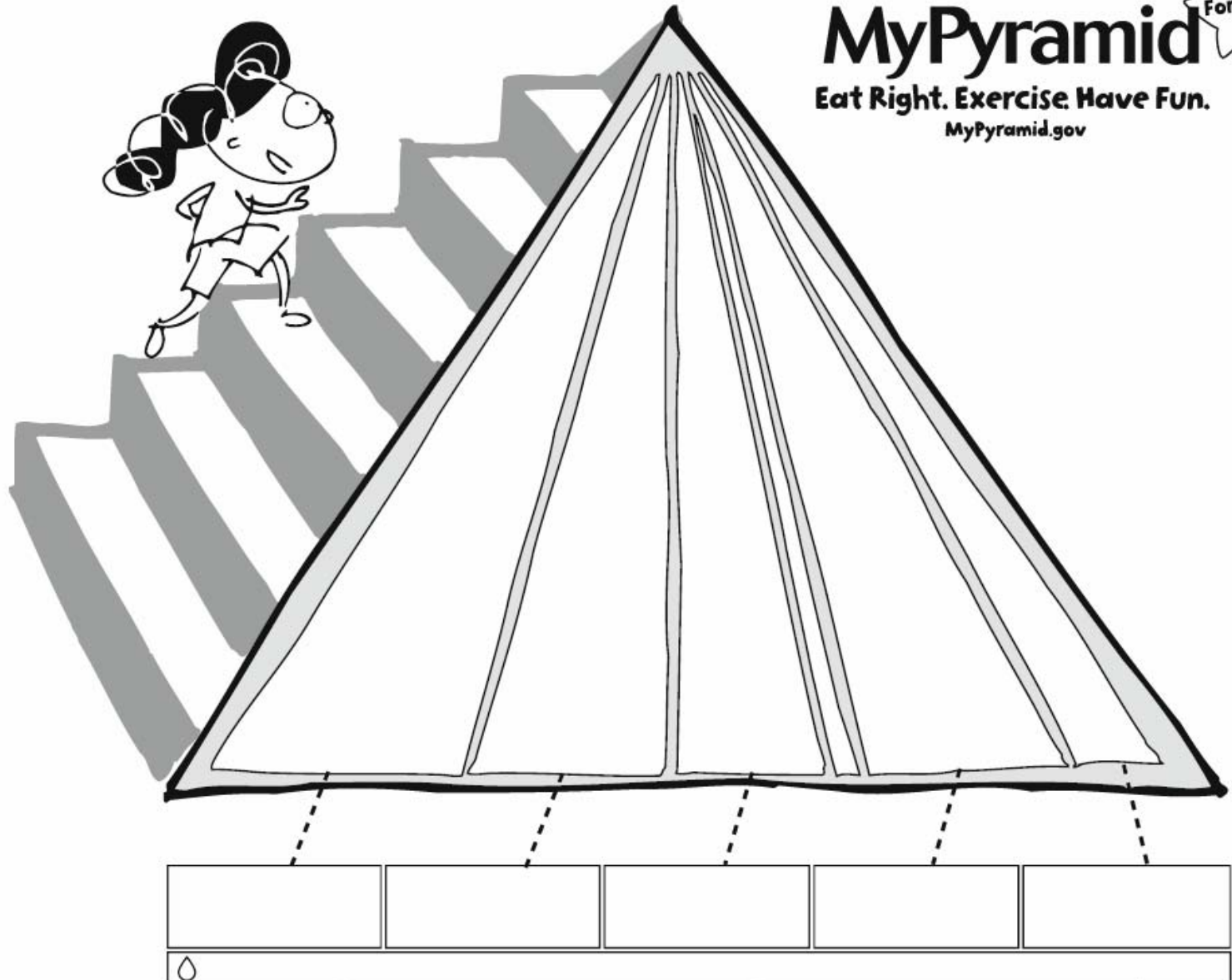
Encourage the students to take their bingo cards with them grocery shopping to see if they can find broccoli, kiwi, tangerines, and grapefruit. Which one grows in Iowa? Discuss why they others do not grow in Iowa.

MyPyramid



Eat Right. Exercise Have Fun.

MyPyramid.gov



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Lesson 1:

Exploring MyPyramid for Kids

Lesson Highlights

Objective

Students will:

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

Curriculum Connections:

Science, Health, Physical education, Language arts

Student Skills Developed:

- Thinking skills – categorization
- Thinking skills – analyzing information presented in a chart
- Understanding symbols
- Conceptualizing complex things as whole, and as simplified parts

Materials:

- MyPyramid for Kids classroom poster
- MyPyramid for Kids black-and-white handout for each student
- 3 x 5 cards



Getting Started:

Hang the MyPyramid for Kids poster where your students can see it.

Ask students to describe what they see – colored stripes, pictures of food, stairs, and so on. Use this discussion to assess your students' understanding of MyPyramid for Kids.



Activity: What's On the Poster?

1. Point out that foods on the poster are arranged in groups.

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

2. Point out that everyone needs food to live and grow.

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

3. Discuss each food group in turn.

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

4. At this age, some students may not know what a "grain" is.

Grains come from plants like wheat, corn, and oats. They are used to make foods like bread, cereal, tortillas, and corn muffins. Popcorn is a grain-group food, too.

5. What's the thin yellow stripe?

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

6. Why are there stairs?

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

7. Give each student a copy of the MyPyramid for Kids handout.

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

Source: <http://teammnutrition.usda.gov/resources/mypyramidclassroom.html>



PHYSICAL ACTIVITY

Objectives

Learn ways one can be physically active.

Supplies Needed

December

Pick a **better snack**[™] & **ACT** bingo card

“Here We Are” song
(included in lesson)

Background

Children should be physically active for 60 minutes a day. Physical activity, physical fitness, exercise and physical education are terms that are often used interchangeably, but can have very different meanings.

Physical Activity: any bodily movement produced by skeletal muscles that result in an expenditure of energy.

Physical fitness: a set of attributes a person has in regards to a person's ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility and is determined by a combination of regular activity and genetically inherited ability.

Exercise: physical activity that is planned or structured. It involves repetitive body movement done to improve or maintain one or more of the components of physical fitness—cardiorespiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility, and body composition.

Being physically active will make children healthier, build a strong body and help them feel better about themselves. It is important that children and adolescents are encouraged to be physically active by doing things that interest them. This will help them establish an active lifestyle early on.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov

Do the Activity: Here We Are Song

Sing the “Here We Are” song and do the movements with the children. Everyone can stand beside their desk and do the actions or you could also form a line and have everyone follow.

“Here We Are”

(sung to the tune of “Mary Had a Little Lamb”)

Here we are at walking school

Walking school, walking school.

Here we are at walking school

Where we learn to walk like this.

(Children do a funny walk)

Here we are at bending school

bending school, bending school.

Here we are at bending school

where we learn to bend like this.

(Children do a funny bend)

Repeat the verse using a variety of movements such as skipping, running, swinging and jumping. Let the students take turns leading the movements for the class.

Talk It Over:

What were some of the actions we did when we sang the song? *walking, bending*

What are some of the muscle groups used? *Leg muscles, stomach muscles, arm muscles*

Are there are other times you might do these actions other than when we sing this song? *at recess, physical education class, at home when playing*

Apply:

Why do you think it is important to be physically active?
Physical activity helps you build strength in your muscles and increases your flexibility (range of motion around a joint) so that you can bend and stretch easily. Helps build endurance so that you can run and play longer

How many minutes should kids be active a day? *60*

How long is 60 minutes? *Two recesses, two television shows, etc.*

What are some other ways you can be active? *walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house*

Are there some things you could do with your family to encourage everyone to be more active? *go on family walks, play outside together, go roller skating or bowling together*

What are the activities on the December bingo card?

Dance	Build
Gymnastics	Stretch
Walk	Play
Hit ball	Jump
Shoot hoops	Skate

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be creative with the bingo card.** For example, if they do not have access to a formal basketball net and ball, create their own “basket” game with socks and a laundry basket.