

# February - Lesson Plan Grades 2-3

# MY PYRAMID



## Objectives

2nd Grade:

Identify fruits and vegetables.

Learn to graph the number of fruits and vegetables they eat.

3rd Grade:

Brainstorm ways to eat more fruits and vegetables.

Learn more about nutritional qualities of fruits and vegetables.

## Supplies Needed

February  
Pick a **better snack**<sup>™</sup> & **ACT** bingo card

2<sup>nd</sup> Grade – “Make a Fruit and Vegetable Diary” worksheet

3<sup>rd</sup> Grade – “Steps to a Healthier You” worksheet

## 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**<sup>™</sup> & **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](http://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.  
[www.mypyramid.gov](http://www.mypyramid.gov).

## Background

For February, the fruit and vegetable categories of MyPyramid are highlighted.

The green stripe represents the vegetable group. There are five subgroups of vegetables (dark green, orange, dried beans and

peas, starchy, and other.) To vary our veggies, we should eat more dark-green vegetables like broccoli, spinach, and other dark leafy greens. We also need to eat more orange vegetables like carrots and sweet potatoes.

Other foods included in the vegetable category include dry beans and peas, starchy vegetables like potatoes, and all “other” vegetables such as tomatoes, mushrooms, iceberg lettuce, bell peppers, etc. French fries, which make up one-fourth of all vegetables eaten by elementary school students, are not a healthy choice. They are high in fat and calories. A medium order of fries has 460 calories, more than one-fourth the total daily calorie intake appropriate for most 8- and 9-year olds. A medium baked potato, however, has only about 100 calories.

The red stripe symbolizes the fruit category. We should eat a variety of fruits. Fresh, canned, dried fruit, and fruit juice count toward the 1 ½ cups of fruit youth need in a day. Fruit juice should be used in limited quantities.

Eating fruits and vegetables can help students be healthy. Fruits and vegetables are excellent sources of many nutrients, including vitamins A and C, potassium, and dietary fiber. Most fruits and vegetables are naturally low in fat and calories and do not contain cholesterol. Vitamin A keeps eyes and skin healthy and helps to protect against infections. Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Fiber keeps food moving through the digestive tract.

The child climbing the steps on the side of pyramid encourages physical activity. Being active everyday includes a variety of activities like running, walking the dog, playing, swimming or biking. Take one step at a time to be more active. For example, play outside just a few minutes longer after school. Children should be active for 60 minutes on most, preferably all, days of the week.

## Web Site Resources

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)  
<http://teamnutrition.usda.gov/resources/mypyramidclassroom.html>  
2nd Grade – Level 1, lesson 3  
3rd Grade – Level 2, lesson 3

The majority of the activities and worksheets are part of the MyPyramid for Kids classroom lessons. They can be found at <http://teamnutrition.usda.gov/resources/mypyramidclassroom.html>

**Do the Activity:**  
**2<sup>nd</sup> Grade**

Choose student activities from Exploring MyPyramid provided in level 1, lesson 3. The handouts are reproducible and are listed in the table of contents. Students will complete a fruit and vegetable diary and graph the results the following week.

**3<sup>rd</sup> Grade**

Choose student activities from Exploring MyPyramid provided in level 2, lesson 3. The handouts are reproducible and are listed on the table of contents. Distribute the worksheet "Steps to a Healthier You" to each 3rd grade student. Ask volunteers to share examples of how they will eat a new fruit or vegetable. Remember that dried, frozen, or canned fruits and vegetables count, too.

**Talk It Over:**

Have the students brainstorm other ways they can eat more fruits and vegetables. (*Sprinkle raisins or other fruit on breakfast cereal. Have a frozen 100% juice bar for a dessert. Carry an orange or apple in your backpack for a snack. Snack on small-sized canned mandarin oranges, diced peaches, etc. Have a fruit salad for lunch. Dip baby carrots and bell pepper strips in low-fat dressing. Try a salad made with spinach. Make black bean dip. Bake a sweet potato in the microwave oven. Order a veggie pizza.*)

Encourage the students to set goals they can accomplish. For example, a child who usually chooses only corn and apple juice might set a goal of trying one new fruit this week.

**Apply:**  
**2<sup>nd</sup> Grade**

Review the week's lunch menu to find dark green and orange vegetables. Highlight the selections on a written menu in the classroom.

**3<sup>rd</sup> Grade**

Discuss choices students could make for cold lunches that would increase their dark green and orange vegetable intake. (*Put dark green leafy lettuce or spinach on sandwich. Pack a fresh vegetable snack pack with mini carrots, broccoli, and bell pepper with low-fat ranch dressing. Pack pumpkin muffins or pumpkin bread for a treat.*)

Distribute February Pick a **better** snack™ & **ACT** bingo cards. Point out that the snacks on the February bingo cards are apples, bananas, potatoes, and mushrooms. Remind the

students the bingo cards show dried and frozen fruit and canned vegetables.

Review with the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for parents and/or grandparents. Encourage students to take the bingo card home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for February.

### Extend the Activity



#### Language Arts & Reading

For grade 3, language arts are emphasized in the Team Nutrition lesson with skills development in thinking and analysis, writing, and setting goals.



#### Math, Science & Health, Language Arts

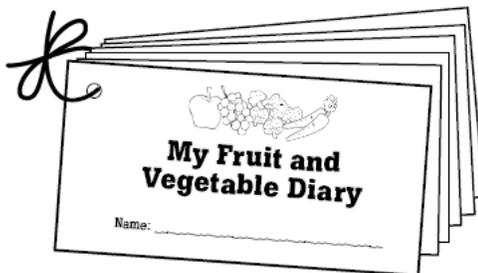
For grade 2, math, science, health, and language art connections are provided in the Team Nutrition lessons.



Name: \_\_\_\_\_

# Make a Fruit and Vegetable Diary

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



## My Fruit and Vegetable Diary

Name: \_\_\_\_\_

### MONDAY

Fruits

Vegetables

### TUESDAY

Fruits

Vegetables

### WEDNESDAY

Fruits

Vegetables

### THURSDAY

Fruits

Vegetables

### FRIDAY

Fruits

Vegetables



Name: \_\_\_\_\_

# Steps to a Healthier You

## My Fruit and Vegetable Goals

### Fruits

Circle the names of the fruits you have eaten:

mango   papaya   kiwifruit   cantaloupe  
star fruit   pineapple   strawberry   blueberry

Other fruits I have eaten:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Vegetables

Circle the names of the vegetables you have eaten:

spinach   collard greens   sweet potato  
broccoli   jicama   zucchini squash

Other vegetables I have eaten:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Where and How

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

Signature \_\_\_\_\_

Date \_\_\_\_\_



# PHYSICAL ACTIVITY



## Objectives

Encourage youth to be physically active every day.

Learn the size and location of the heart, that the heart is a muscle and that we need a heart to live.

Recognize that being physically active is fun, helps you feel good and is good for your heart.

## Supplies Needed

February

Pick a **better snack**<sup>™</sup> & **ACT** bingo card

Bicycle Pump (optional)

## Background

Being physically active and maintaining a healthy weight are both needed for good health, but they benefit health in different ways. Physical activity makes muscles stronger, especially the heart. The normal heart is a strong, hard-working pump made of muscle tissue. It's about the size of a person's fist. The heart has four chambers. The upper two chambers are the right atrium and left atrium, and the lower two are the right ventricle and left ventricle. Blood is pumped through the chambers, aided by four heart valves. The valves open and close to let the blood flow in only one direction.

Dark bluish blood, low in oxygen, flows back to the heart after circulating through the body, it returns to the heart through veins. From there the blood goes to the lungs where it gets fresh oxygen. After the blood is refreshed with oxygen, it's bright red. Then it returns to the heart where the red oxygen-rich blood is pumped out to the body.

Physical activity helps keep the heart strong just like other muscles. Physical activity helps the heart pump blood more efficiently, so the stronger the heart is, the more blood it can pump each time it beats, so it has to pump fewer times each day. Physical activity also helps keep the arteries free of cholesterol. The clearer the arteries, the better the heart pumps the blood.

Regular aerobic physical activity increases your fitness level and capacity for exercise. It also plays a role in both primary and secondary prevention of cardiovascular disease. Physical inactivity is a major risk factor for heart disease and stroke and is linked to cardiovascular mortality.

By including physical activity every day, it is possible to improve health and well-being and have fun too! Physical activity is more than moving your body. It is recommended for children to accumulate 60 minutes of moderate physical activity most days of the week, preferably daily. No matter what activity is chosen, it can be done all at once, or spread over two or three times during the day.

## Web Site Resources

[www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack)  
[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)  
[www.americanheart.org](http://www.americanheart.org)

## Do the Activity:

Begin by reviewing with the students what they already know about the heart (*i.e. where it is located, what size it is, its purpose – in the rib cage, behind the sternum/breastbone, the size of a fist, to pump blood throughout the body to deliver oxygen and nutrients to cells*).

Discuss what it feels like when a muscle is working. Ask children to make a fist with one hand. Then have them bend that arm at the elbow and feel the muscle in their upper arm. Explain that the heart is a muscle, too. Ask children to tell you what they know about muscles. Have children hold their arm out straight from their shoulder and then bend their lower arm toward their shoulder several times. Ask them to feel the muscle in their front upper arm (*biceps*) as they bend their arm. Ask the students if they feel the muscle move each time you bend your arm? (*Yes*) What do you think would happen to the muscle if you did a lot of this bending every day? (*The muscle would get stronger.*) Point out that like the biceps, the heart is a muscle and physical activity will make it stronger, too.

Explain that the heart muscle is a pump. If possible, show children how a bicycle pump works. Let them feel the air rushing out as you push the handle. Some pumps pump air. Some pump water. What does the heart pump? (*blood*) Have children squeeze their fists to simulate the pumping action of the heart. Point out that the heart pumps blood all the time. Have children squeeze their fists again and again. Ask them how their hands feel after they have squeezed them many times. Tell them that they cannot start or stop their hearts the way they can start or stop squeezing their fists.

## Talk It Over:

What are some good reasons why you should be physically active? (*To feel good, to breathe easily, to improve your blood circulation, to make your heart stronger and to build firm muscles instead of fatty tissue in your body*)

When you participate in your favorite physical activity, are you usually thinking that you are making your heart stronger? (*No, this is usually not a conscious reason, especially for children.*)

Suppose you have just played a tough soccer game, or swam a long time in the pool, or taken a long bicycle ride with your

friends. How do you feel? (*Students will probably say that they feel tired but good.*)

Why do you think you feel good, even though you may be tired, after physical activity? (*The healthful benefits to the heart, lungs, circulation and muscles, result in a healthy feeling, even though we may not be conscious of the specific benefits.*)

Explain that physical activities in which people move around a lot are good activities for the heart because they make the heart work harder for a while. Ask children to describe activities in which children's hearts are working very hard and the ones in which their hearts are not working as hard. Ask children to tell about activities that they do every day. *When does your heart work very hard? When does your heart work not as hard?*

## Apply:

Have the students do various activities to see if they can feel their heart rate increasing. Some examples:

- Running
- Skipping
- Jumping
- Shoot hoops
- Walking
- Dancing
- Dribbling a ball
- Head to recess early in the snow

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 February bingo card?

- Play
- Build
- Run
- Kick
- Dance
- Shoot hoops
- Climb
- Sled
- Walk
- Bowl

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, “kick” could be a form of martial arts, Tae kwon do, karate, or judo. Even if there is no formal access to martial arts, show the students some kickboxing moves (kicks, punches, jabs) and – pretend!

*Source: American Heart Association December 27, 2005  
<http://www.americanheart.org/presenter.jhtml?identifier=3003073>*