

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

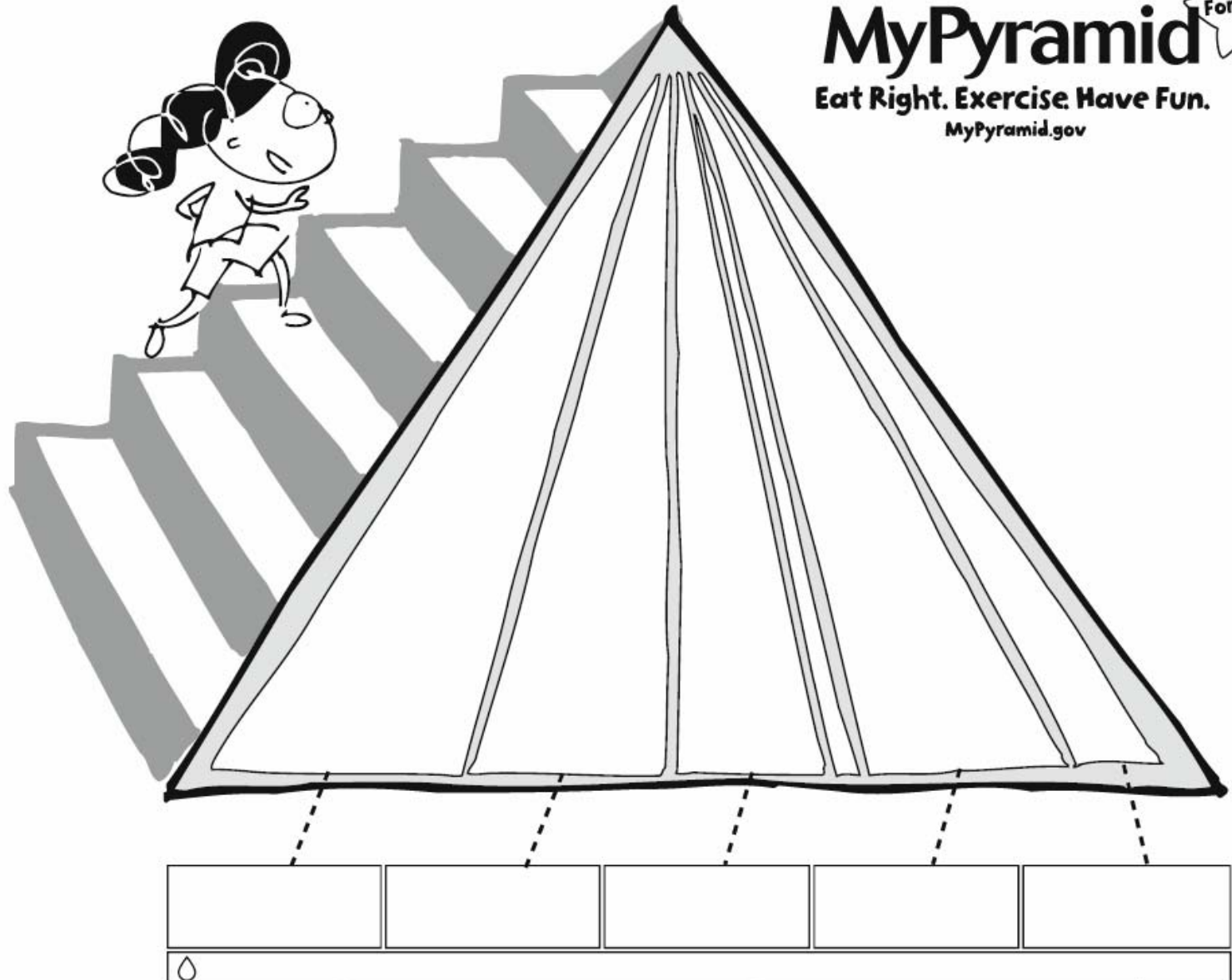
Encourage the students to take their bingo cards with them grocery shopping to see if they can find broccoli, kiwi, tangerines, and grapefruit. Which one grows in Iowa? Discuss why they others do not grow in Iowa.

MyPyramid



Eat Right. Exercise Have Fun.

MyPyramid.gov



REPRODUCIBLE

TEAMNUTRITION.USDA.GOV



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://teamnutrition.usda.gov/resources/mypyramidclassroom.html>

December - Lesson Plan Grades K-I

FOCUS ON FRUITS



Objectives

Learn basic characteristics of kiwis, tangerines and grapefruit and how they are grown.

Compare/contrast kiwifruit, tangerines and grapefruit.

Supplies Needed

December

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

Kiwi

Tangerine

Grapefruit

Brown paper sacks

Taste Opportunities

Featured Fruits:

Kiwi

Tangerines

Grapefruit

Web Site Resources

Background

Kiwi: You can eat the fuzzy skin on kiwis. Sometimes called "Chinese gooseberries", kiwis first grew in China's Yangtze River Valley. Like grapes, kiwis grow on vines. California is the leading U.S. producer of kiwis. Baby kiwis are now grown in Oregon. They are the size of grapes and have no fuzz. Ripe kiwis are plump and slightly soft. Kiwi is an excellent source of vitamin C and a good source of fiber.

Citrus fruits: Two of the featured fruits this month are citrus fruits – tangerines and grapefruit. Other citrus fruits include oranges, lemons, limes, mandarins, tangelos, pummelos, kumquats, citron and calamondin. Citrus fruits grow on evergreen trees (stay green all year) in subtropical regions around the world. An orange, named for its color, is often a favorite from this family of fruits. The sweet varieties of oranges are great for both eating and for their juice. Navel and Valencia are the two most common varieties of sweet oranges.

Tangerines: Tangerines were named for the city of Tangiers in Morocco that was long famous for them. They belong to the family of citrus fruits called zipper skins because their skin peels off so easily. One of these citrus fruits contains half the amount of vitamin C needed daily to stay healthy.

Grapefruit: Grapefruit is one of the largest members of the citrus family. Grapefruit is a cross between an orange and a pummelo. There are three major types of grapefruit available in the United States: white, pink and red. The red and pink grapefruits are very sweet and tasty. One half of a grapefruit contains one half of the vitamin C your body needs for the day.

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

Do the Activity:

Pass around the three closed paper sacks with the kiwi, tangerine and grapefruit in them. Have the children reach down in each sack (with eyes closed/without looking) and feel the pieces of fruit. Caution children not to squeeze hard as kiwi can be delicate.

Talk It Over:

Did any of the fruit feel alike? *Grapefruit and tangerine have a smooth skin.*

Did any of the fruit feel different? *Kiwi has a fuzzy skin.*

What were the shapes of the fruit? *Grapefruit and tangerines are more round in shape. Kiwi is more oval in shape.*

How did the fruits compare in size? *Kiwi and tangerine are small in size. Grapefruit is large in size.*

Can anyone guess what these fruits are? *Reveal and identify the fruits.*

Explain that none of the fruits for the December bingo card are grown in Iowa. Kiwis, tangerines, and grapefruit are shipped to Iowa from other states.

What are other ways the fruits are alike?

- *Grapefruit and tangerines come from the same family of fruits – the citrus family.*
- *They are grown on trees in places with warm climates like California, Florida, and Texas.*
- *Kiwis, tangerines, red grapefruit, and pink grapefruit are sweet.*
- *You can cut them all in half, scoop out the fruit, and eat.*

How are these fruits different?

- *You don't eat the skins of grapefruit and tangerines. You can eat the skin of the kiwi.*
- *White grapefruit is sour. Many people eat white grapefruit cut in half with sugar sprinkled on the top. Some people even sprinkle salt on the top of their grapefruit. Do you know anyone that eats grapefruit that way?*
- *All three fruits have a different color skin. The fruits are different colors on the inside. Kiwi has a brown skin and is green inside. White grapefruit's skin is sort of a yellow in color. Pink and red grapefruit have some pink on the*

skin. Grapefruit is white, pink or red on the inside.

- You can eat kiwi seeds.

Apply:

“How have you eaten any of these fruits?”

“Has anyone eaten a kiwi with the skin?”

“How do you eat grapefruit?” *Cut in half or in sections*

“Have you eaten a grapefruit with sugar sprinkled on it?”

“Salt?”

“When would you eat these fruits?” *Breakfast, lunch, supper, or a snack*

Pick a **better** snack™ reminds you that it is easy to eat fruits as snacks.



**Taste
Opportunity**

Have students wash their hands. Cut up kiwis for the students to sample. Section grapefruit and tangerines for the students to sample. They can then put an “X” through the bingo square of the fruit that they sampled.

How would you get a kiwi ready to eat as a snack?

Kiwi – Wash. Cut. Scoop. Eat. (How easy is that?)

How would you get grapefruit or tangerines ready for a snack?

Grapefruit – Cut. Scoop. *or* Peel. Eat. *or* Cut.

Squeeze. Drink. (How easy is that?)

Tangerines – Wash. Peel. Eat. (How easy is that?)

On the back of the Pick a **better** snack™ & **ACT** bingo card there are fun activities for the whole family.

Extend the Activity



**Art, Music
& PE**

Place colored pencils and paper in a learning center. Encourage the students to draw a fruit basket or bowl that they would enjoy. Encourage them to consider including kiwis, tangerines, and grapefruit.



**Language Arts
& Reading**

Read How Are You Peeling? foods with moods by Saxton Freymann and Joost Elffers, Arthur A. Levine Books, 1999. Highlight the unusual end papers. Also highlight the fruits and vegetables introduced in October–December pictured in this book (tomatoes, radishes, pears, sweet potatoes, and kiwi).



Math

Place “Fruity Fun Counters” with plates or sorting trays in a learning center. (Available at www.cuisenaire.com for \$18.95. This set features bananas, apples, oranges, grapes, strawberries, and lemons.) Sorting sets are also available at www.abcschoolsupply.com.



**Science &
Health**

Place citrus fruits (grapefruit, oranges, lemons, limes, mandarins, tangerines, tangelos, pummelos, kumquats, citron and calamondin) as available in a learning center for students to explore with their five senses (except taste). Attach labels.



Social Studies

The Hawaiian Islands have a good climate for citrus fruits. Many families grow fruit trees in their yards. Look up Hawaii on the map and find pictures of the people who live there.

December - Lesson Plan Grades K-I

VARY YOUR VEGGIES



Objectives

Learn the health value of broccoli.

Learn different ways to eat broccoli.

Supplies Needed

December

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

One bunch of raw broccoli

Taste Opportunities

Featured vegetable:
Broccoli

Background

Broccoli has been grown for over 2000 years. Romans prized broccoli and by the 16th century it was eaten by families in France and Italy. Thomas Jefferson noted the planting of broccoli in his family garden in the late 1700's but it didn't become widely known until the turn of the 20th century.

Ninety-eight percent of the broccoli crop is grown in California. Two brothers, Stefano and Andrea D'Arrigo from Messina, Italy, arrived in the U.S. in the early 1900's. In 1922, they started their own produce company in San Jose, California. They were the first commercial growers in the West to successfully raise and ship box loads of broccoli. Their broccoli was developed from seeds sent from Italy by their father. They created a distinctive brand name for their broccoli – "Andy Boy" – and put a photo of Stefano's two-year-old son, Andrew, on the label. Theirs was the first fresh produce company in the U.S. to use a brand name on their advertising. (*Harvest of the Month, February 2006*)

Over 30,000 plants can grow in only one acre of land! WOW! A field may be harvested two to three times to remove all the broccoli. Ideally, broccoli should be harvested during the cooler months in order to ensure the longest storage time. It should be cut with eight to 10 inches of stem left intact and the heads should be cooled immediately to prevent opening and discoloration. Broccoli may be packed in the field or transported to a processing facility where it is cut and packaged.

Broccoli is called the crown jewel of nutrition because it is so rich in vitamins and minerals. It has calcium and vitamins C and A. Half of a pound of broccoli has more vitamin C than two and a half pounds of oranges or 204 apples.

The word broccoli comes from the Italian "brocco" meaning arm branch. Broccoli is a member of the Cruciferae family which means it's related to cabbage, cauliflower, and Brussels sprouts. There are two types of broccoli: sprouting/Italian broccoli (*Brassica Oleracea Italica*) the most common, and heading broccoli (*Brassica Oleracea*) which looks like cauliflower. The broccoli we eat is the flower of the

broccoli plant. Other vegetables that are flowers include cauliflower and artichokes.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov

**Do the Activity:
Kindergarten**

Pass around stalks of broccoli. Have them touch and smell the stalk. As a class write words that describe raw broccoli.

1st Grade

Ask for two student volunteers. Take the students into the hall and give them a stalk of broccoli. Have them work together to compile a list of adjectives that describe broccoli. The students then return to the classroom and give their list to the class verbally, "This vegetable is _____." Write the adjectives on the board. Ask the rest of the class to identify what vegetable is being described.

Tally the answers provided by classmates.

Talk It Over:

How many of you have tasted raw broccoli before today? A common way to serve it is on a vegetable snack tray with dip. Dip. Eat. How easy is that?

What are other ways families eat broccoli?

- Cut up in pieces for salads (for example, broccoli salad and pasta salad)
- Cooked and served as a dark green vegetable at meals. (Sometimes families like to flavor the broccoli with cheese.)
- Mixed into casseroles
- Broccoli cream soup (could be added to vegetable soup, too!)
- Stir-fried (Broccoli and beef...yum!)
- Quiche with broccoli

In first grade discuss how the change in texture and color that occurs with cooking. Review the parts of the broccoli plant that we eat.

Apply:

Pick a **better** snack™ reminds you that it is easy to eat vegetables as snacks.



**Taste
Opportunity**

Have the students wash their hands. Cut broccoli into bite-sized florets. Give each student a small amount of a low-fat Ranch Dressing. Taste broccoli without dipping into the dressing first, then taste with dressing. Students can then put an "X" through the bingo square of broccoli if they tasted it.

What would you do (with adult help) to broccoli to get it ready to eat as a snack?

Broccoli – **Wash. Eat. (How easy is that?)**

Broccoli – **Wash. Dip. Eat. (How easy is that?)**

Take the bingo card home and have your family try out the fun ideas on the back. How will you get a bingo this month?

Extend the Activity

Play a variation of a familiar rhyme "Bubble Gum." (Wee Sing and Play by Pamela Conn Beall and Susan Hagen Nipp)
Change the words to:

*Broccoli, broccoli in a dish.
How many pieces do you wish?*



**Art, Music
& PE**

The students stand in a circle. The student who is "It" will point to the others in turn to the beat of the rhyme. The student who is pointed to on "wish" will answer with a number from one to ten. The rhyme continues as all the students count to that number maintaining a steady beat. The game could continue on with the student who answered with a number being the new "It."



**Language Arts
& Reading**

Read Green Eggs and Ham by Dr. Seuss. Encourage students to make text-self connections concerning trying new foods that are green.



Math

Create a graph with the heading "Do you like broccoli?" Tally yes/no answers to specific items such as broccoli vegetable salad,



**Science &
Health**

Ask "What part of the plant are you eating when you eat broccoli?" *Flower*
Name vegetables that come from different parts of the plant. *Cucumber and eggplant are consider the fruit of their plants, cabbage and spinach are leaves, carrots and radishes are roots, corn and peas are beans, green beans are a seed pod, asparagus and celery are stems, and potatoes and yams are tubers.*



Social Studies

Ask "Where does broccoli grow?" *California and Iowa.* Find those places on a map.



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.