# January - Lesson Plan Grades K-1

# MY PYRAMID

## Objectives

Learn the importance of eating a variety of foods.

Learn what foods are in each food group.

## Supplies Needed

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

Kindergarten - Pictures of food

Grade 1 - Team Nutrition Lesson 2: Eat Smart with 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. 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

Pick a **better** snack™ campaign was developed by the Iowa Nutrition Network partners with funds from USDA's Food Stamp and Team Nutrition programs. Pick a **better** snack & Act lessons are provided by the Iowa Department of Public Health with funding from Food Stamp Nutrition Education and CDC's Nutrition and Physical Activity Division with additional support from Iowa State University Extension. To view additional campaign materials, go to www.idph.state.ia.us/pickabettersnack.

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.

The colors orange, green, red, yellow, blue and purple 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.mypyramid.gov /kids
www.mypyramid.gov
www.idph.state.ia.us/pickabettersnack
www.teamnutrition.usda.gov/resources/go-fish_color.pdf

**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**

Divide the class into five groups and give each group a name of one of the food groups – Grains, Vegetables, Fruits, Milk, and Meat & Beans.

Give each group a picture of a food from their food group. In small groups have the students talk about how they would act out eating that food.

Have each group act out eating its food and let the rest of the class try to guess what they were eating.

**Grade 1**

Distribute worksheet for Team Nutrition Lesson 2: Eat Smart

**Web site for worksheet**
http://teamnutrition.usda.gov/Resources/mpk1_lesson2.pdf

with MyPyramid for Kids. The worksheet can be downloaded from the MyPyramid web site. After students complete the worksheet, review the sheet using the notes from the Team Nutrition lesson. (Non-paper option: Copy the worksheet on a transparency and complete the worksheet as a class.)

## Talk It Over:

Which of these foods have you eaten before?

Which of these foods do you like to eat?

In which MyPyramid Group does your food fit?

Remind students that one of the basic rules is that they should eat a variety of foods in order to get all the nutrients they need to be healthy.

## Apply:

Pyramid Go Fish Cards and game instructions are available from BASICS project director, or can be downloaded from http://teamnutrition.usda.gov/resources/go-fish_color.pdf
(A black and white version is also available.

To reinforce the variety of foods available to eat, have the class divide into groups of four to play Go Fish with the cards provided by the BASICS project director or download from the Team Nutrition site.

Distribute January Pick a **better** snack™ & **ACT** bingo cards. 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 their parents and grandparents. Have the students take the bingo card home and have their family pick out a snack idea to try.

## Extended Activities

### Art, Music & PE

Read Today is Monday by Eric Carle, Philomel Books, 1993. Sing the song at the end of the book. Ask "In what food groups do the foods belong?" *String beans-vegetables, spaghetti-grains, soup-vegetables, roast beef-meat & beans, fish-meat & beans, chicken-meat &beans, ice cream-milk* Ask "Which food group is missing?" *Fruits*

### Language Arts & Reading

Read Bread and Jam for Frances by Russell Hoban, Harper and Row, 1964. (Team Nutrition, Pre-K & K, 1997)

### Math

Place orange, green, red, blue, and purple pieces of construction paper labeled with the appropriate food group headings at a learning center. Carefully select 5-8 paper food models (perhaps from the National Dairy Council) for each food group. Write the color of the appropriate food group on the back of each food model so that the activity is self checking. Suggestions for some of the vegetables are carrots, pumpkins, sweet potato, broccoli, peppers, and cucumbers as these were introduced in October-January. Suggestions for some of the fruits are grapes, apples, cranberries, pears, kiwi, tangerines, grapefruit, mangos, and oranges since these were introduced in October-January as well.

### Science & Health

Place a copy of MyPyramid in a learning center for the students to investigate further at school.

### Social Studies

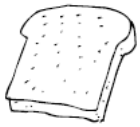
Encourage the students to take their MyPyramid sheet to the grocery store to locate foods that would fit in each food group.

Name: _____

MyPyramid FOR KIDS

# Eat Smart with *MyPyramid for Kids*

**Draw a circle around the foods that are in the Grain Group.**


Slice of bread

Baked potato

Popcorn

Pasta (bowtie)

Cereal

Candy bar

**Draw a rectangle around the foods that are in the Vegetable Group.**

Carrots

Spinach

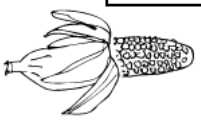
Grapes

Pasta (macaroni)

Broccoli

Swiss cheese

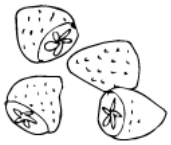
**Draw a square around the foods that are in the Fruit Group.**


Corn

Orange juice

Apple

Banana


Strawberries

Muffin

**Draw a triangle around the foods that are in the Milk Group.**

1% Milk

Yogurt

Egg

American cheese

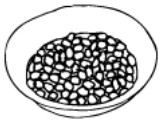
Cookies

Orange juice

**Draw an oval around the foods that are in the Meat and Beans Group.**

Peanut butter

Egg


Beans

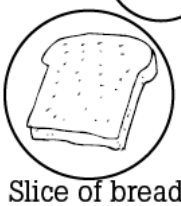
Chicken

Pork chop

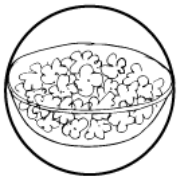
Fish

# Eat Smart with *MyPyramid for Kids*

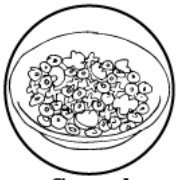
**Draw a circle around the foods that are in the Grain Group.**


Slice of bread

Baked potato

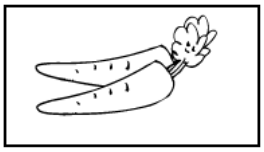

Popcorn

Pasta (bowtie)


Cereal

Candy bar

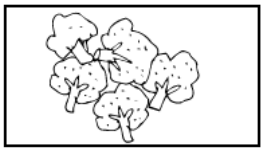
**Draw a rectangle around the foods that are in the Vegetable Group.**


Carrots

Spinach

Grapes

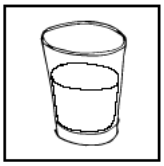
Pasta (macaroni)

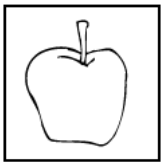

Broccoli

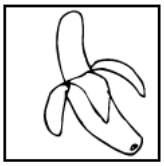
Swiss cheese

**Draw a square around the foods that are in the Fruit Group.**

Corn


Orange juice


Apple


Banana

Strawberries

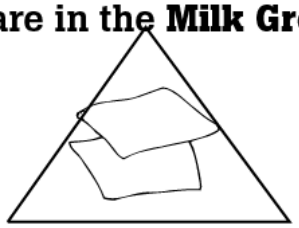
Muffin

**Draw a triangle around the foods that are in the Milk Group.**

1% Milk

Yogurt

Egg


American cheese

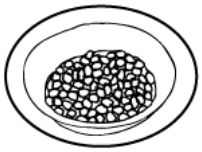
Cookies

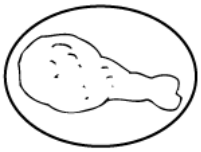
Orange juice

**Draw an oval around the foods that are in the Meat and Beans Group.**

Peanut butter

Egg


Beans


Chicken

Pork chop

Fish

## January - Lesson Plan Grades K-1

# FOCUS ON FRUITS

### Objectives

Using the five senses, describe an orange and a mango.

Understand why we need to eat foods rich in vitamin C

### Supplies Needed

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

Mangos

Oranges

Knife

"Exploring the Five Senses with an Orange" worksheet

"Mango and Orange" worksheet

Crayons

### Taste Opportunities

Featured Fruits:
- Mango
- Orange

### Background

Fruits are the edible parts of a plant that develop from the flower. (Fruits usually grow on trees, shrubs, or vines that grow for many years.) Fruits are often rich in vitamin C that helps our bodies heal cuts and wounds, and build bones and teeth. When eaten with food rich in iron, it helps your body absorb the iron.

The January bingo card features the mango. The mango is called the "king of fruit". It is the most popular fruit in the world. Its taste resembles a mix of oranges, peaches, and pineapples.

The mango originated in India or Southeast Asia nearly 4000 years ago. It grows on evergreen trees. Some grow as tall as 60 feet! The mango tree grows best in sub-tropical and tropical environments. Most of the mangoes sold in the United States are grown in Haiti, South America, Mexico and the Caribbean.

Mangoes are 2-4 inches in length and are very colorful. They are greenish, yellowish, or reddish in color. Inside them is a flat, hairy seed. Mangoes are very rich in vitamins A and C. Vitamin C helps our bodies fight infection and heal wounds. Vitamin A is very important for healthy eyesight, skin, growth, and helps our body resist infection. Compared to other fruits, mango has the greatest amount of beta-carotene. Beta-carotene is part of a family of phytonutrients called carotenoids. Evidence indicates that phytonutrients may protect the human body from certain cancers and heart disease.

The other feature fruit on the bingo card is an orange. Oranges are thought to have originated in Southeast Asia in ancient times. They were known to have a bitter or sour flavor at that time. Sweet oranges were first grown in Spain. One kind of sweet orange, the Naval orange, originated in Brazil. Columbus introduced a variety of citrus fruits, including oranges, in the late 1400's. The United States is now the 2nd largest producer of oranges. Brazil is the leading producer.

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Oranges, like mangoes, grow on evergreen trees. The orange trees only grow up to 30 feet tall. Orange trees grow best in sub-tropical and semi-tropical climates.

Like mangoes, oranges are also high in vitamin C. Vitamin C helps our bodies fight off infections and heal wounds. Oranges are also a good source of folate and fiber. Folate is needed for growth and development. Fiber helps move food through our bodies.

Orange juice is made from the juice that is squeezed out of an orange. Fruit juice must be 100% juice to count toward the daily fruit recommendation. If a beverage is labeled a "juice drink," it is not 100% fruit juice. Juice drinks have added sugar and water and are fortified with vitamin C. Many popular juice boxes, pouches, and bottles are juice drinks.

## Web Site Resources

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

## Do the Activity: Kindergarten

**Exploring the Five Senses with an Orange** - Hold up an orange, cut it, and have a student describe its appearance, smell, taste, feel, and sound. *(Review pages 48-49 in the Exploring Foods Workbook from the Iowa Department of Education.)*

## First Grade

Pass out the Mango and Orange Coloring Sheet and have the student color it.

Hold up a mango, cut it, and have a student describe its appearance.

Sing the Mango Song (Tune of BINGO)

**The M-A-N-G-O Song**

(Sing to the tune of B-I-N-G-O)
"X" means clap

There is fruit that's strange to eat, and MANGO is its name-O
M-A-N-G-O, M-A-N-G-O, M-A-N-G-O, and MANGO is its name – O

It's a tropical fruit that needs warm sun, and MANGO is its name – O

X-A-N-G-O, X-A-N-G-O, X-A-N-G-O, and MANGO is its name – O

The skin outside is reddish green and MANGO is its name – O
X-X-N-G-O, X-X-N-G-O, X-X-N-G-O, and MANGO is its name – O

The seed inside is very big, and MANGO is it's name – O
X-X-X-G-O, X-X-X-G-O, X-X-X-G-O, and MANGO is its name – O

The fruit inside is yellow and sweet, and MANGO is its name – O
X-X-X-X-O, X-X-X-X-O, X-X-X-X-O, and MANGO is its name – O

There is a fruit that's strange to eat, and MANGO is its name – O

X-X-X-X-X, X-X-X-X-X, X-X-X-X-X, and MANGO is its name – O

**Talk It Over:**

What color is the outside of a mango? *(reddish-green)*

What color is the inside of the mango? *(yellow)*

What color did you color your orange? *(orange)*

What color is the inside of the orange? *(orange)*

Are oranges and mangos the same shape? *(no-the mango is oval and the orange is round)*

To what food group do mangos and oranges belong? *Fruits*

**Apply:**

Ask "Why is it important to eat mangos and oranges?" *Mangos and oranges are very rich in vitamin A and C. We need vitamin C to help heal cuts.*

Ask "When might you eat a mango or an orange?" *Anytime-at mealtime or for a snack*

Ask "Can you name a food that you would have at breakfast that is made from oranges?" *orange juice*

Ask "Why do you think oranges make a good snack?"
*Oranges make a great snack because they are easy to fix and they are good for me. Wash. Peel. Eat. How easy is that?*

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

## Taste Opportunity

Have students wash their hands. Cut up mangos for the students to sample. Cutting a mango is a little challenging because of the large, flat seed inside.

- Begin by washing the mango.
- Then hold the fruit standing on one end and make a vertical slice down one side of the pit.
- Repeat on the other side of the pit.
- Pull the two halves apart and remove the seed.
- Use a paring knife to score the flesh of each half into cubes-using care not to cut through to the skin.
- Turn the fruit inside out so the cut fruit pops outward.
- Cut the cubes off of the skin.

Section oranges 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 mango ready to eat as a snack?
Mango – Peel. Cut. Eat. (How easy is that?)
How would you get oranges ready for a snack?
Orange – Wash. Peel. Eat. (How easy is that?)

On the back of the Pick a **better** snack™ & **ACT** bingo card each month, there is information for their parents and grandparents. Send the bingo card home and ask the students to have their family pick out a snack idea to try.

## Extend the Activity

### Art, Music & PE

Place construction paper, pencils, and scissors at a learning center for the students to create their own story parts for The Very Hungary Caterpillar by Eric Carle. Have students put their story parts in an envelope to retell the story at home.

Read The Very Hungary Caterpillar by Eric Carle. (This book is available on an audio tape.)

### Language Arts & Reading

Ask "What fruit recently introduced did the caterpillar eat?" *Oranges*

Ask "What other fruits that we have talked about are in the book, too?" *Apples in October, pears in November, and plums in September, Strawberries are featured in May.*

### Math

Place felt cutouts of the appropriate numbers of each fruit (1 apple, 2 pears, 3 plums, 4 strawberries, and 5 oranges) along with felt numerals and The Very Hungry Caterpillar at a flannel board in a learning center. Model retelling the story using the felt pieces. (The other foods in the story could be created also along with a small caterpillar, a leaf, an egg, a moon, a sun, a big caterpillar, a cocoon, and a butterfly.)

### Science & Health

Try to sprout the mango seed. Instructions on next page.

### Social Studies

Encourage the students to go to the grocery store with their families to find oranges and mangos in the produce section.

## SPROUTING A MANGO SEED

By Eunice Messner -- CRFG Fruit Specialist Coordinator

There are as many ways to sprout a mango seed as there are growers. After you have enjoyed eating the mango, scrape off as much of the flesh off the seed as possible. Let it dry overnight for easier handling. Then, with a sharp knife, scrape vigorously along the concave edge of the husk. This will enable you to pry the husk open and remove the embryo. Be careful not to damage the seed.

If it is a store-bought mango, you may wish to first test it for viability. (Mangos are sometimes held in storage too long at a grocery store). If the embryo is gray, that is a sign of too much cold storage; if there are black markings, this indicates a fungus. Throw these seeds away. You can test for viability or actually sprout the seed by wrapping it in dampened paper towels; place it in a plastic bag and put it on that warm spot on top of your refrigerator. If a radicle (root) emerges, the seed is viable and it may be planted in a gallon can. Use a good potting mix with a handful of soil. If you have any mycorrhizae (beneficial fungus) on hand, a pinch of it on the root will get it off to a good start. The seed should be planted with the hump halfway above the soil. Some growers put seeds in a bowl of non-chlorinated water for three days (changing it daily) and then remove the outer brown skin before planting it.

If you have a lot of fresh seeds from your own tree, then arrange them in a container at least 4" deep (a plastic shoe box with holes punched in the bottom works well). Use either coarse river sand or a potting mix. Arrange them in the container about 1 ½ inches apart with the hump visible above the soil. Place on a pad with bottom heat or in a propagation box with a light bulb for heat. The temperature in the box can get up to 100 degrees but the mangos love it. When a stem with two leaves emerges, VERY carefully lift out the rooted seed and plant in a pot. Keep in a warm place.

Usually only one stem will emerge from your sprouted seed. However, there are some varieties of mangos, called polyembryonic, that develop several stems. These may be broken apart and planted separately, or all but one snipped off at soil level. The strongest one is the best selection. Chances are most of them will develop into an exact clone of the parent plant. These have developed from nucellar tissue. One may be a hybrid developed from pollen of another tree.

Mango seeds are viable for only a short time. If you are on an extended trip, a dampened paper towel will help to maintain their viability longer. But first, check with your agricultural agent to see if mango seeds can be imported.

Seedling mango trees usually grow BIG, but by pruning after the fruit is gone, size can be controlled. It usually takes about 5 years for a seedling to fruit. Since there has been so much hybridization work with mangos to develop a perfect fruit, chances are your seedling, even from a monoembryonic, hybridized seed, will be a winner. Enjoy!

Source: California Rare Fruit Growers, www.crfg.org

Copied in entirety from: http://home.att.net/%7eoc_crfg/mango.htm

# EXPLORING ORANGE

**OUTSIDE**

EQUIPMENT

Cutting board
Sharp knife (teacher's use)
Paper towels and/or napkins
Paper cups

INGREDIENTS

1 orange for each child
Different varieties may be explored

*Let everyone look at an orange.* (teachers)

- What colors do you see on the orange?
  Is it orange like a carrot? What color do you see the most of?
- Why do you suppose oranges are called oranges?
- Find something in the classroom the same shape as the orange.
  Is the orange bigger or smaller than what you found?
- Does your orange have a bottom? This variety is called Navel.
- Can you tell where the orange was attached to the tree?

*Let each child run his hand over the outside.*

- Does the skin feel more like an apple or a lemon?
- Squeeze the orange.
  Is it softer than an apple? Is it light or heavy?
- If your orange has a "bottom" how does it feel?

- Does the orange smell?
  With your eyes closed, can you tell the difference between an orange and a ball?

- Does the orange make a noise when you shake it?
- Does it make a noise when you roll it?
- Squeeze it close to your ear.
  Does it make a sound? What other kinds of noises can you make with your orange?

Iowa Nutrition Network
PROMOTING HEALTHY LIFESTYLES

Iowans Fit for Life
ACTIVE AND EATING SMART

# EXPLORING ORANGE

## INSIDE

*Cut the orange in half crosswise.*

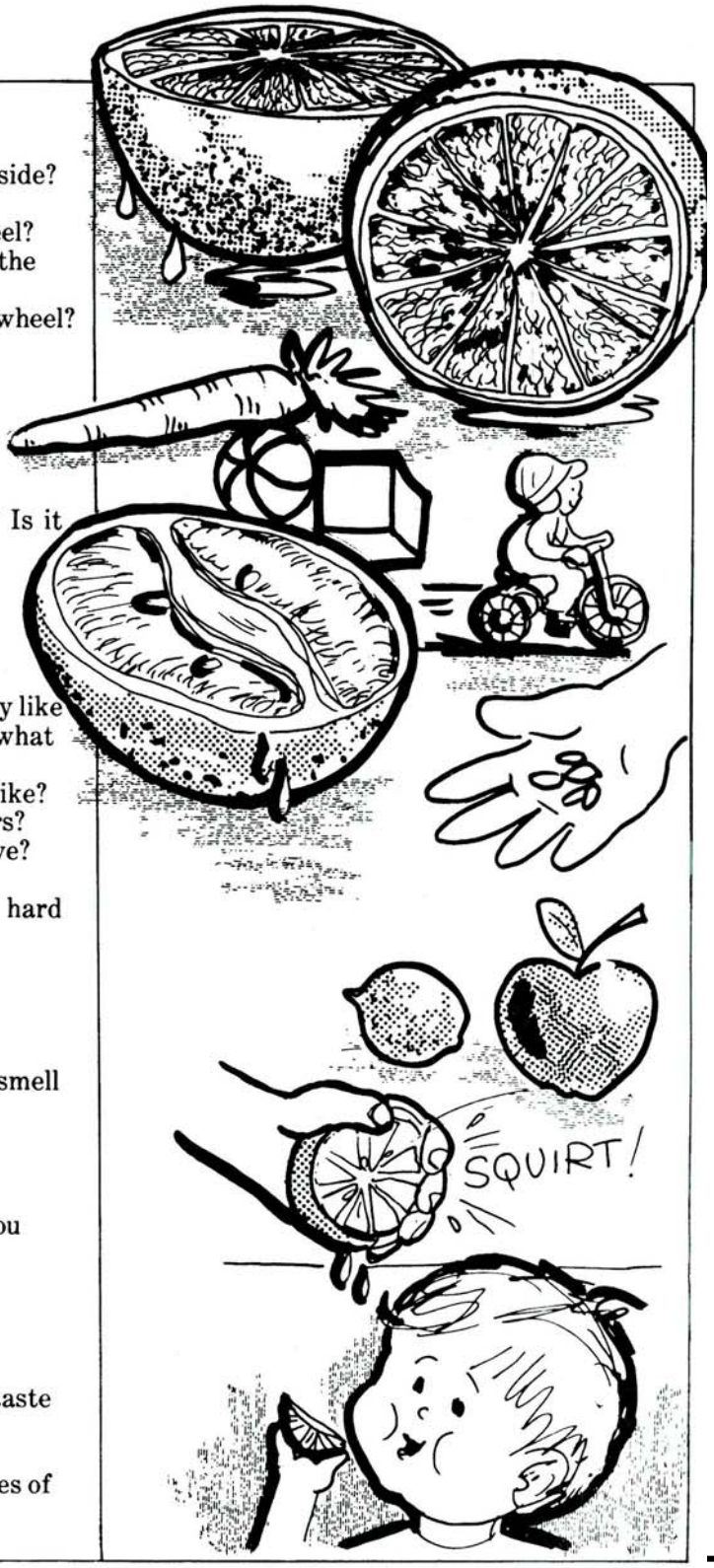
- What colors do you see?
  Are they the same as those on the outside?
  Is the main color still orange?
- Does the inside look like a bicycle wheel?
  Can you find the lines or spokes of the wheel?
  Can you find the middle or hub of the wheel?
- Can you find any seeds?
  What color are the seeds?

*Cut an orange in half lengthwise.*

- Can you find the half moon or smile?

*Help everyone peel an orange.*

- Does the peel come off easily?
  What color is the inside of the peel? Is it different from the part you eat?



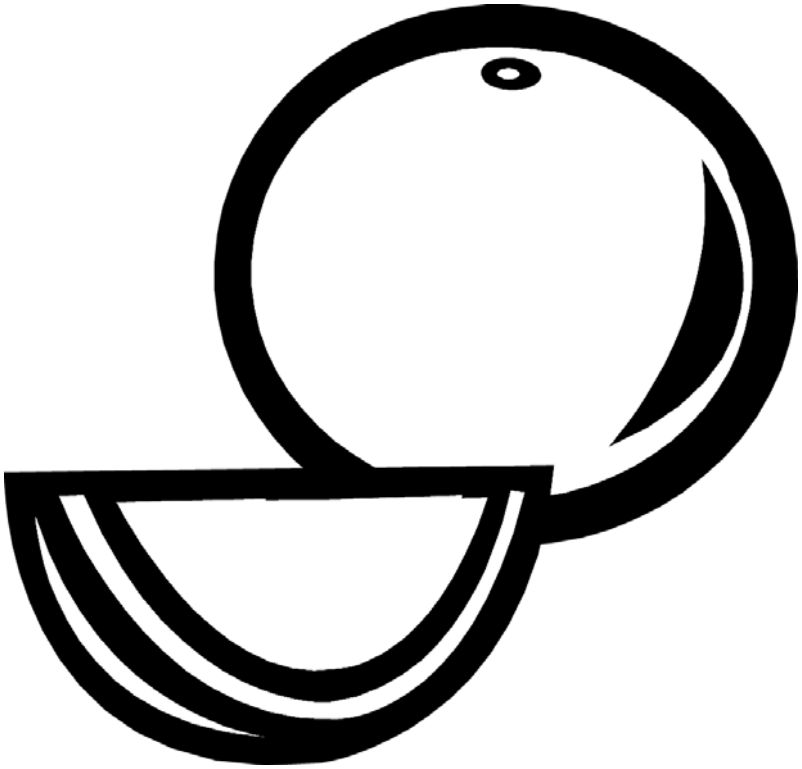

- What does the cut orange feel like?
  Is it like a wet wash cloth? Is it slippery like finger paint? When you squeeze it, what comes out?
- What does the inside of the peel feel like?
  Can you press it in with your fingers?
- How many seeds does your orange have?
- Pick up a seed, how does it feel?
  Can you roll a seed? Squash it? Is it hard or soft?

- Does the inside of the orange smell?
  Does it smell like the outside? Does it smell good?

- Does the orange make a noise when you squeeze it?

- How does the orange taste?
  Does it taste like grapefruit? Does it taste good?
- Does the orange taste like it smells?
- Does the juice taste the same as the pieces of orange?

Mango



**Orange**

## January - Lesson Plan Grades K-1

# VARY YOUR VEGGIES

### Objectives

Learn why it is important to eat vegetables.

Learn what cucumbers and bell peppers look like.

Experience the taste of different colored bell peppers.

### Supplies Needed

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

Green, yellow, and red peppers

Cucumber

Knife

1st Grade – "Vegetables to Color (and Count)" worksheet

### Taste Opportunities

Featured vegetable:
- Peppers
- Cucumbers

### Background

Vegetables are a good source of vitamins A and C. The darker green and darker yellow vegetables are especially high in vitamin A. Vitamin A helps our eyes adjust to dim light, keeps our skin healthy and keeps the lining of our mouth, nose, throat and digestive tract healthy. Vitamin C helps heal cuts. Vegetables also are a good source of fiber which helps to keep food moving through our bodies.

The featured vegetables for January are bell peppers and cucumbers. Both of these vegetables are commonly used in tossed salads.

Bell peppers can be green, yellow, or red. They grow on a plant that looks almost like a shrub. Peppers need to be washed before using them, seeds need to be removed as they can be bitter-tasting.

The colors of the bell pepper are determined by the level of ripeness of the vegetable. Red bell peppers are green peppers that have ripened on the vine. They are milder and sweeter when compared to green bell peppers. The variety of bell pepper also influences the color and flavor.

Bell peppers should not be confused with spicy chili peppers or black pepper "the spice." Pepper we use on the tables comes from peppercorns that are ground up and come from a different plant.

Bell peppers are excellent sources of vitamin C. Red and yellow bell peppers have two times the amount of vitamin C compared to green peppers. Red peppers have nearly ten times more vitamin A than green and yellow bell peppers.

Cucumbers are a long green vegetable that grows on a crawling vine. One plant can grow eight or more cucumbers. Their skins are green and the flesh is white.

Cucumbers are crisp and cool when you bite into them. The temperature on the inside of the cucumber can be as much as 20 degrees cooler than the air outside of the cucumber. Cucumbers were first grown in India and brought to Europe

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by Christopher Columbus. They arrived in North America in the mid-16th century.

Cucumbers are low in calories and have small amounts of vitamins A and C.

**Web Site Resources**

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

**Do the Activity: Kindergarten**

Imagine being a plant. Take off your shoes, close your eyes, and "plant" your feet firmly on the ground. Let your toes "grab" the ground, and imagine they are sending roots deep into the soil in search of food and water. Feel that fuel moving up into your body. Is the sun shining on you? Let your arms reach up, and feel its life-giving warmth. Do you hear birds in the trees? Is it fun being a plant?

Let's be a green pepper plant. You are shaped like a bush and have bell-shaped green fruit hanging down. Pretend your hands are the bell peppers hanging down. Here comes a big wind! It's a good thing you are rooted to the ground. Bend and sway like a plant.

Now let's become a cucumber vine. Sit down on the floor and twist your legs to look like a vine. Pretend that your hands and arms are the long green cucumbers that are growing. Stand up with your legs still twisted, and let your cucumber arms hang down.

Cucumbers and peppers grow for one season. The summer is over. Shrivel down to the ground. Your seed will grow new plants next year.

**1st Grade:**

Give each student a copy of the "Vegetables to Color" handout. Have each student color the vegetables the color written in the box.

**Talk It Over: Kindergarten**

Who has eaten a cucumber?

What color are cucumbers? (*green*)

How many ways can you eat a cucumber? (*For a snack, salad, plain (Peel. Cut. or Dip. Eat), cucumber sandwich.)*

## 1st Grade

What color did you color the pepper? *(red)*

What other colors can peppers be? *(green and yellow)*
How many vegetables are on the worksheet? *(nine)*
Have the students write a nine in the blank at the top of the worksheet.

What color are cucumbers? *(green)*

How many different colors did you use? *(six)*

## Apply:

What are pickles made from? *(cucumbers) Cucumbers are made into pickles! Pickles often have had salt and sugar added to them so you need to be careful not to eat too many. You usually eat raw cucumbers with either a dip or sliced with a lettuce salad, or made into fancy sandwiches.*

Why are peppers and cucumbers good for you? *Peppers are rich in vitamin C that helps our cuts to heal. Cucumbers have lots of water and add flavor and crunch to our meals and snacks. Vegetables are a good source of vitamins to help keep our skin healthy and help out eyes adjust to dim light.*

## Taste Opportunity

Have students sample cut up pieces of peppers and cucumbers. Have the students close their eyes and taste samples of red and green peppers. Do they taste the same or different? *(The red pepper should taste sweeter.)* They can then put an "X" through the bingo square of the vegetable(s) that they sampled.

What would you do (with adult help) to the featured January bingo card vegetable to get it ready to eat as a snack?

Peppers – **Wash. Seed. Eat. (How easy is that?)**
Cucumbers – **Wash. Cut. Eat. (How easy is that?)**

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

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for parents and grandparents and grandparents. Have the students take the bingo card home and have their family pick out a snack idea to try at home.

## Extend the Activity

### Art, Music & PE

Model jumping to a classic jump rope rhyme.

**Mabel, Mabel**
Mabel, Mabel, set the table,
Just as fast as you are able.
Don't forget the apples, bananas, celery, cucumber, …
*(Continue naming fruits and vegetables.)*
And don't forget to dip them in hot salsa!
*(Jump as fast as possible.)*

*Adapted from Wee Sing and Play by Pamela Conn Beall and Susan Hagen Nipp*

### Language Arts & Reading

Read Pumpernickel Tickle and Mean Green Cheese by Nancy Patz, Watts, 1978.

### Math

Create a graph indicating which pepper color the students liked the best when they sampled all three colors.

### Science & Health

Place a copy of Dog Food by Saxton Freymann, Arthur A. Levine Books, 2002 in a learning center. Highlight the peppers and cucumbers on the end papers and pages of the book.

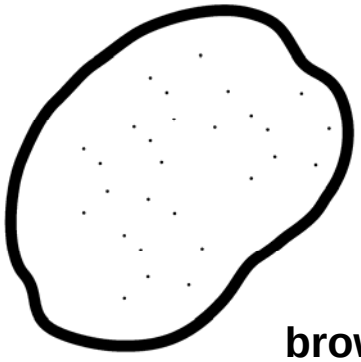
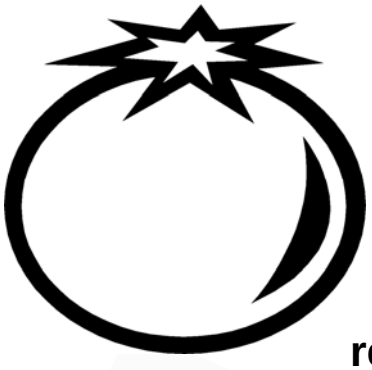
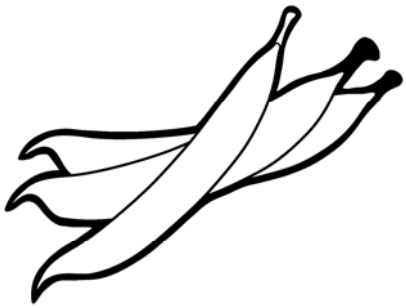
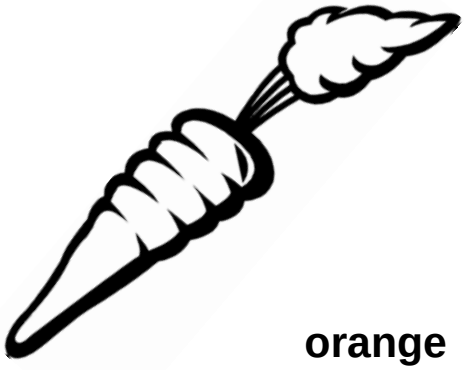
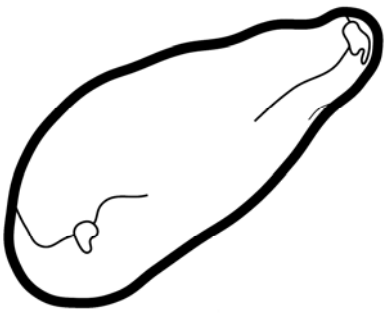
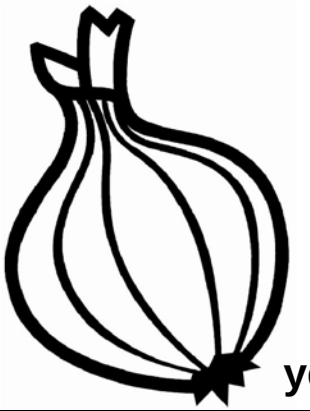
### Social Studies

Encourage the students to go to the grocery store to locate peppers and cucumbers. Ask them to report back to the class if they noticed any unusually shaped peppers or cucumbers.

# Vegetables to Color

Look at the vegetables below. Color the potato, tomato, bean pod, broccoli, eggplant, carrot, yam, pepper, and onion the correct color.

How many vegetables are on this page? _____

| | | |
|---|---|---|
|  **brown** |  **red** |  **green** |
| **green** | **purple** |  **orange** |
|  **orange** | **red** |  **yellow** |

## January - Lesson Plan Grades K-1

# PHYSICAL ACTIVITY

### Objectives

Know the mental health benefits of being physically active.

### Supplies Needed

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

### Background

Physical activity produces overall physical, psychological and social benefits. Physical activity helps control weight, reduce blood pressure, raise good (HDL) cholesterol, reduce the risk of diabetes and some kinds of cancer and improve mental well-being, including gaining more self-confidence and higher self-esteem.

Physical activity is one of the best ways to decrease stress. When we are physically active, stress is relieved by the release of endorphins. Endorphins are thought to relieve stress and pain naturally, giving one a happy and invigorating feeling. Muscle tension tends to be reduced after a good exercise session and this can promote a feeling of relaxation and calmness. With less stress, many individuals will begin to feel more energized and alive.

Physical activity may enhance body image perception and self-confidence. Being active makes people feel good and when people feel good, their moods seem to elevate. Many studies show that people who are regularly active have a more positive outlook and are happier overall in compared to the inactive population.

Regular physical activity has been shown to greatly diminish and in some cases prevent the symptoms of depression. The exact physiological reason is unknown, but scientists believe that enhancing body image, elevating moods and improving one's health and physical appearance can help boost self-confidence and create a feeling of success, therefore decreasing depression symptoms.

Stress and fatigue negatively affect concentration, comprehension and memory. Since physical activity is a great way to take away stress and increase energy levels, a regular routine will improve mental alertness and overall mental health.

One of the best psychological benefits of physical activity is just feeling energized. One could argue that this is a physical benefit of physical activity; however the psychological benefits greatly contribute to this overall feeling. The

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combination of increased self-confidence, decreased stress, better moods, less depression and increased mental health in addition to all of the physical benefits should make anyone feel great!

**Web Site Resources**

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov/kids/index.html

**Do the Activity:**

Have the students stand by their desks as they perform the Hokey Pokey and sing-a-long. Ask students periodically how they are feeling being physically active.

Hokey Pokey Aerobics

Put your right foot in (lunge forward on the right leg)
Put your right foot out (return to standing position)
Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up and down in lunge position)
Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)
Repeat above but do the opposite for the left leg

Put your right arm in (extend arm at the elbow)
Put your right arm out (flex arm at the elbow)
Put your right arm in and shake it all about (do bicep curls)
Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
Do the opposite for the left arm

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)
Put your right elbow out (elbow flexed, forearm parallel to the ground, extend shoulder back towards body)
Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)
Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)
Do the opposite for the left elbow

Put your head in (slowly touch chin to chest)
Put your head out (slowly move it back to starting position)
Put your head in and shake it all about (slowly move head side to side)
Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)

Put your right hip in (side jump in)
Put your right hip out (side jump out)
Put your right hip in and shake it all about (jump side to side)
Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)
Do the opposite for the left hip

Put your whole self in (forward jump in)
Put your whole self out (backwards jump out)
Put your whole self in and shake it all about (jump in and out)
Do the Hokey Pokey and turn yourself around (do leg squats)

Put your backside in (backwards jump in) backwards
Put your backside out (backward jump out)
Put your backside in and shake it all about (jump in and out)
Do the Hokey Pokey and turn yourself around (do pushups)

Do the Hokey Pokey, ending-can do regular ending or have students pick their favorite exercise. End with a partner high five!

Let the students "invent" some new moves and teach them to the class.

**Talk It Over:**

What are some of the physical activities we just did? *(running, jumping, bending)*

What other physical activities have you done today? *(rode my bike to school, carried the garbage out, walked to the bus)*

Why is it important to be physically active?

How do you feel when you don't get to be active? *(tired, like I can't sit still, etc.)*

What other feelings do you experience while being active?

What other activities could you do that make you feel better or that you have fun doing?

**Apply:**

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 January bingo card?

- Dance
- Play
- Shoot hoops
- March
- Climb
- Run
- Sled
- Kick
- 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, if they do not have access to a formal bowling ball and alley, create their own “bowling” game using cups or stuffed animals and any ball.