

The Big Six Nutrients on Our Plate

Grade: Kindergarten

Goal	Students will understand that fruits, vegetables, grains, protein, and dairy as the essential parts of a healthy diet.
Objectives	Students will be able to classify foods into the five food groups on MyPlate (fruits, vegetables, grains, protein, and dairy)
Time	60 minutes
Materials	Posters: MyPlate Essential Nutrients Essential Nutrients Cards Pre/Post Assessment picture cards Food picture cards, small Move Your Feet picture cards Tasting materials
Teacher Background	MyPlate is the name given to the new USDA dietary guidelines. This model describes the current stated food groups and recommended portions. <ul style="list-style-type: none">• Vegetables and fruit (half your plate)• Grains: such as rice, corn, wheat, oats (slightly more than one quarter your plate and consisting of whole grains at least half the time)• Protein: meat, beans, tofu, nuts (slightly less than one quarter your plate)• Dairy: milk, yogurt, cheese also non-dairy sources of calcium such as soy or almond milk (recommended amount

depends on age)

The Six Essential Nutrients

Carbohydrates

Foods containing carbohydrates are the body's main source of energy. Some good sources of carbohydrates are beans, fruits, low fat dairy foods, vegetables, whole grains (such as whole wheat bread or crackers, brown rice, oatmeal), and nuts.

Minerals

Minerals are nutrients that are needed for the body to grow, work, and fix itself. Minerals help build strong bones, teeth, and turn food into energy. For example, calcium is a mineral which comes from milk and other sources.

Calcium is a mineral that works with vitamin D and phosphorous to build strong bones and teeth. Calcium also helps keep a healthy blood pressure, helps keep nerves healthy, and helps muscles move.

Proteins

Proteins are nutrients found in both plant and animal sources. Proteins are made of amino acids, which the body uses to build and fix itself. Some good sources of protein are beans, eggs, fish, lean meats, low-fat dairy foods, poultry, and soy foods.

Water

The body needs water to live. Water helps control the body's temperature; use nutrients found in food, and carry oxygen from the lungs and food from the stomach to the rest of the body.

Vitamins

Vitamins are nutrients that are needed for the body to grow, work, and fix itself. For example, Vitamin C helps the body heal cuts and wounds and helps lower the risk of infection.

Fat

Fats are nutrients that make cells, protect the body's organs, and help absorb certain vitamins. Fats come in many forms and some are healthier than others. Healthy fat sources include avocado, canola oil, some fish, nuts, olives, and olive oil.

Common Core Vocabulary	Nouns	Describing words (Adjectives)	Verbs
	Fruit Vegetable Grains		

	Protein Dairy Nutrient		
<p>Anticipatory set/ Pre-Assessment</p>	<p>Kindergarten:</p> <p>Use Picture Cards:</p> <p>Steps: Instructions to Students:</p> <ol style="list-style-type: none"> 1. Show first picture card. Ask: <ul style="list-style-type: none"> • What is the name of this? • Where does it come from? 2. Show the three choices of food origin with pictures. 3. Think silently in your head which choice you think is correct. 4. Have the students vote silently with their fingers for #1, #2, or #3. 5. Tell them which one is correct and share what food group it's in. 6. Repeat with remaining pictures. <p style="text-align: center;"><u>Example:</u></p> <p>“What is the name of this?” - Egg “Where does this come from?” Show pictures with numbers - 1. Grain 2. Chicken 3. Vine. “Hold up your fingers to vote for 1, 2, or 3.” (Kids vote by showing 1, 2, or 3 fingers.) “It comes from a Chicken!” “What food group does it come from? Protein!”</p>		
<p>Closing/ Post-assessment</p>	<p>Show the food cards and ask where they would go on MyPlate.</p>		

**Procedure
(In the
Classroom)**

Introduce **MyPlate** – show the graphic poster

MyPlate is a tool to help us understand how to eat in a healthy way. Using MyPlate poster, point to the different food groups, and have them repeat after you:

- **Grains:** Gives us energy (run in slow motion in place)
- **Vegetables:** For healthy skin (touch skin on face)
- **Fruits:** Help our bodies to heal (point to a pretend scrape on knee)
- **Dairy:** For strong bones and teeth (point to bones and teeth)
- **Protein:** Building block for a healthy body (flex arm muscles)

Use one to two pictures of foods from group and tape on MyPlate as you introduce each food group.

**Procedure
(In the
Garden)**

Introduce outdoor garden agreements

Transition to garden

Opening Circle / Garden Stretches

- Welcome students to the outdoor classroom
- Garden stretches
- Introduce the stations:

Getting to Know MyPlate

Move Your Feet

Station 1: Getting to Know MyPlate

(Grade K, 10-15 minutes – Project EAT Teacher)

Objectives:

- Students will be able to classify foods into the five food groups on MyPlate (fruits, vegetables, grains, protein, and dairy)

Materials:

Poster: MyPlate

Food cards for each of the five food groups (4-5 of each)

Tape

Procedure:

Set up: students seated in sitting area around MyPlate poster

Teacher:

- We will be looking at different foods that you may have eaten before
- Our goal is to figure out which food groups these foods belong
- Let's review the food groups on MyPlate (fruit, vegetable, protein, grain, dairy)

Model for students:

Pick a food item card

Think out loud about how to place the food item in a food group

Place the food item in its food group with tape

Assign partners for students to work with (person sitting next to them)

Hand out a card to each student (or to each partner group- depending on # of students)

Lead them through the steps of sharing about their card with their partner

1. Turn to your partner and tell them what your food is called
2. Turn to your partner and tell them what food group you think your food belongs to

Call up students by food group to place their food card in the correct section on the poster using tape. *Example: Who has a fruit? Students with fruit cards hold them up- call on students to come and place their food on the poster.*

Closing:

Students share out about foods they have eaten. *Example: Who has eaten any of the food we see up here today? Put your finger on your nose if you have eaten grapes before.* Remind students of importance of eating foods from all food groups. *Remember to have something on your plate from each food group when you are eating a meal. Eating foods from each of these five food groups keeps our bodies healthy and gives us the energy to keep us moving everyday.*

Station 2: Station: Move Your Feet!

(10-15 minutes - classroom teacher)

**Physical
Activity
component**

Tasting component	<p>Materials:</p> <ul style="list-style-type: none"> • Activity cards • Paper squares to mark spots for students to sit (optional) <p>Set-up:</p> <ul style="list-style-type: none"> • Students sitting in a circle • Start with one student in the middle of the circle with no circle spaces open • Activity cards and teacher in center of circle <p>Directions:</p> <ul style="list-style-type: none"> • We are going to play a game that will help us show how we are meeting our health goals for the year. • I want you to think about the healthy choices you have made in the last week and be ready to move! • One of you, student, picks a card and the teacher/student reads card. Ex. "All students who played outside yesterday stand up and walk to a new spot in the circle." • If you have done the activity on the card that is called you must move your feet by walking to a new spot in the circle and sit down. • If there are no spots left in the circle, the student left standing gives me a high five and gets to pick a new card. • Game repeats until all cards are used. <p>Rules: Student cannot run and must sit in a new spot.</p> <p>Closing: Ask students to think about:</p> <ul style="list-style-type: none"> • How many times have you moved around the circle today? • How many healthy choices did you make? • What could you do to make more healthy choices next week? <p><u>Tasting / Discussion:</u></p> <ul style="list-style-type: none"> • Transition back to a whole group. • Ask the students if they are ready to eat some vitamins and minerals. Remind them that vitamins and minerals help our bodies stay healthy and strong. • Have students wash or sanitize their hands. Review the importance of cleaning off germs to be healthy. • Review tasting etiquette.
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	<ul style="list-style-type: none"> • Hand out the tasting. • Lead a closing discussion while the tasting is handed out: <p>What are the five food groups on MyPlate? Why is it important for us to eat food from all five food groups?</p>
<p>Home Connection component</p>	<p style="text-align: center;">MyPlate Home Connection</p> <p>Dear Parents/Guardians,</p> <p>Today your child had a nutrition lesson in the outdoor classroom. He/she learned about MyPlate and the new dietary guidelines. The tasting for the lesson was: <u>Organic blue corn tortilla chips and broccoli with a salsa and sour cream dip.</u></p> <p><i>Activity to try at home/Recipe:</i></p> <p><u>Healthy Vegetable Dip</u></p> <p>1 jar of salsa (whatever you prefer) 1 pint of low-fat sour cream Vegetables for dipping:</p> <ul style="list-style-type: none"> • Bell peppers (red, yellow, orange) • Carrots • Jicama • Celery • Broccoli • Cauliflower <p>Directions: in a bowl, mix together the sour cream and salsa until the sour cream is completely mixed into the salsa. Wash all vegetables and dry them. Slice them into long sticks that would be appropriate for dipping into salsa/ sour cream dip. Enjoy a healthy and delicious snack with your family!</p>

Standards:	
Health Standards Kindergarten	<p>Nutrition and physical activity Kindergarten</p> <p>Standard 1: Essential Concepts</p> <p>1.1.N Name a variety of healthy foods and explain why they are necessary for good health. 1.2.N Identify a variety of healthy snacks. 1.3.N Describe the benefits of being physically active.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.N Select nutritious snacks. 7.3.N Choose healthy food in a variety of settings.</p>
Nutrition Competencies	<p>NC2.a (grades K-2)</p> <ul style="list-style-type: none"> • Know the different food groups of the current USDA guidance for daily food choices and be able to classify various foods into those groups. • Report on the number of daily servings recommended for each food group.
Physical Education	<p>Physical Education:</p> <p>3.1 Participate in physical activities that are enjoyable and challenging. 4.3 Explain that nutritious food provides energy for physical activity.</p>
Common Core Speaking and Listening	<p>Common Core Standards- Listening and Speaking: Comprehension and Collaboration</p> <p>Kindergarten</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

<p>Standards</p> <p>Kindergarten</p>	<ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ol style="list-style-type: none"> a. Understand and follow one- and two-step oral directions. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 		
<p>ELD Standards</p> <p>Listening and Speaking</p>	<p><u>Beginning/Early Intermediate</u></p> <ul style="list-style-type: none"> • Ask and answer simple questions with one- to two-word responses, phrases or simple sentences. • Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). • Recite familiar rhymes, songs, and simple stories. 	<p><u>Intermediate</u></p> <ul style="list-style-type: none"> • Ask and answer instructional questions by using simple sentences. • Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. • Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. • Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. 	<p><u>Early Advanced/Advanced</u></p> <ul style="list-style-type: none"> • Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. • Narrate and paraphrase events in greater detail by using more extended vocabulary. • Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

References:

- Choose MyPlate - www.choosemyplate.gov
- Network for a Healthy California Nutrition Glossary - http://www.harvestofthemonth.cdph.ca.gov/edcorner/Botanical%2051212/Glossary/CDPH_NutritionGlossary_FINAL.pdf
- http://www.choosemyplate.gov/images/MyPlateImages/JPG/myplate_green.jpg
- *The Growing Classroom* – “Straight From the Source.”
- TWIGS: Vitamin Values
- <http://recipefinder.nal.usda.gov/recipes/vegetable-medley-salsa-dip>
- SPARK Curriculum
- <http://recipefinder.nal.usda.gov/recipes/vegetable-medley-salsa-dip>