

Introduction to MyPlate

Grades: 3 & 4

Goal	To introduce students to the MyPlate model of 5 food groups and healthy portion sizes.		
Objectives	Students will be able to: <ul style="list-style-type: none">• Plan a simple meal that is based on the MyPlate model.• Classify foods into the 5 groups of MyPlate.		
Time	60 minutes		
Materials	<ul style="list-style-type: none">• MyPlate poster• MyPlate template, class set• Clipboards, class set• Crayons or colored pencils• 6 MyPlate colored placemats• Fruit, vegetable, dairy, protein, and grain food cards• A fruit or vegetable tasting for each student		
Common Core Vocabulary	Nouns	Describing words (Adjectives)	Verbs

	protein, carbohydrates, fruit, vegetable, dairy, portion	half, whole	select, combine, create
Pre-Assessment	Explain that in this lesson they will learn about the five food groups and why it is important to eat food from each group. Ask students, "What is one of the five food groups? Give an example of a food that belongs in that food group."		
Post-Assessment	Say the following: "We learned about MyPlate and the different food groups. You practiced making a healthy meal on MyPlate. We are going to share some of the meals we made. Turn to your neighbor and share your filled MyPlate." Call on students to share out about the plates they made.		
Nutrition Competencies Grades 3-4	1b. KNOW NUTRITION AND HEALTH GUIDELINES: State the recommended number of servings and serving sizes for different food groups. (1.2.N) Identify at least one key nutrient provided by recommended food groups.		
Science Standards or other standards Grade 3/4	Grade 3: Physical Sciences, 1c: Students know machines and living things convert stored energy to motion and heat. Grade 4: Life Sciences, 2a: Students know plants are the primary source of matter and energy entering most food chains.		
Lesson Sequence	Listening/Speaking (in the garden) → Reading (in the classroom) → Writing (in the classroom)		
Common Core Speaking and Listening Standards	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade appropriate topics and texts</i> , building on		

Grade 3 & 4	<p>others' ideas and expressing their own clearly.</p> <p>Grade 3</p> <ul style="list-style-type: none">• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.• Explain their own ideas and understanding in light of the discussion <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p> <p>Grade 4</p> <ul style="list-style-type: none">• Follow agreed-upon rules for discussions and carry out assigned roles.• Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
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<p>ELD Standards Listening and Speaking</p>	<p><u>Beginning/Early Intermediate</u></p> <ul style="list-style-type: none"> • Comprehension: • Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). • Answer simple questions with one- to two-word responses. • Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. • Restate and execute multiple-step oral directions. 	<p><u>Intermediate</u></p> <ul style="list-style-type: none"> • Comprehension: • Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). • Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. • Make oneself understood when speaking by using consistent Standard English grammatical forms and sounds; however, some rules may not be followed. 	<p><u>Early Advanced/Advanced</u></p> <ul style="list-style-type: none"> • Comprehension: • Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. • Make oneself understood when speaking by using consistent Standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. • Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").
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**Procedures
In the Classroom**

Introduction (15 minutes)

Materials:

- MyPlate poster
- Fruit, vegetable, dairy, protein, and grain food cards

1. Display the MyPlate poster. Explain that MyPlate is a guide to healthy eating. Describe the 5 food groups. Display a food card that corresponds to each group. Ask students to share additional examples of each group aloud.
2. Direct their attention to relative sizes of the parts of the plate and explain their significance, for example: half of one's plate should consist of fruit and vegetables.
3. Convey the following concepts:
 - a) Nutrients are substances that we eat or drink to give us energy and to grow and stay healthy.
 - b) Plants take nutrients from the soil, and when you eat plants, and animals that eat plants, the nutrients go into you.
 - c) We can get all the nutrients we need by eating from each of the 5 food groups.
4. Transition to the outdoor garden classroom. Review class rules. Preview the ideas that they will be learning about in the garden.

**Procedures in the
Garden**

Note: The next two activities can be run simultaneously with a co-teacher, or may be taught separately. (10–15 minutes for each station)

Station A: What's on Your Plate?

Materials:

- 4 colored MyPlate pages
- 4 sets of food picture cards, with items from each of the 5 food groups

1. Hold up a MyPlate placemat as a visual. Say that they should try to fill about half their plate with fruits and vegetables, and the remainder with whole grains, lean proteins, and low fat dairy products. Lead them in a quick brainstorm of one food from each of the five food groups.
2. Tell them they are going to play a game in which they will collect foods from each of the five food groups. Provide each student with a food card. Explain that when you say, "Fill your plate", they must make a group of five people with each member's card belonging to a different food group. Ask them to say, "Our plate is full!" when they are finished.
3. Distribute the four placemats in different locations for students to refer to and congregate by. Begin the game. Give extra card choices to the one group that has less than 5 participants, if there is one, so they can complete their plate with each food group.
4. Ask each student group to identify what food group each of their foods cards belong in. Confirm with the rest of the class that each group was successful. In the event that 2 or more foods from the same food group are present, ask the

students to identify which food group or groups are missing.

Station B: Creating Your MyPlate

Materials:

- MyPlate template, class set
- Crayons or colored pencils
- Clipboards, class set

1. Provide each student with a clipboard, colored pencils and a MyPlate template.
2. Explain that their task is to make a healthy meal consisting of an ingredient from each MyPlate food group. Have students brainstorm as many ingredients as they can that might go into their meal. Write their ideas on a whiteboard or chart paper.
3. Direct students to select ingredients and then draw them in the appropriate food group section of their MyPlate template. Instruct them to fill the entire space within each group so that they get a full sense of the portion size.
4. Tell students to share their personal MyPlate with someone sitting next to them. Encourage students to make balanced meals at school and at home like the ones they made on their personal MyPlate.

Wrap-Up & Tasting – 5 minutes

Materials:

	<ul style="list-style-type: none"> • Hand sanitizer • Seasonal fruit or vegetable pieces, one per student <ol style="list-style-type: none"> 1. Distribute the sanitizer and tasting. 2. Conduct the post-assessment.
<p>Classroom Connection</p>	<p><u>Description:</u> Students review food sections by making food cards and sort them in in interactive game using the corners of the room.</p> <p><u>Objective:</u> Students will reinforce their understanding of the five sections of the MyPlate.</p> <p><u>Materials:</u> MyPlate poster, butcher paper (optional)</p> <p><u>Procedures:</u></p> <ol style="list-style-type: none"> 1. Review the food groups using the MyPlate poster. Create a table on the board or butcher paper with a different food group as the heading for each column. 2. Tell the students to brainstorm foods for the first group. Point to the food section on the poster and ask for an ingredient that belongs in that group. Place his/her response in the table. Continue until there are 1-2 examples in each column. 3. Tell the students to take out a piece of paper, fold it into four squares, and then tear into four pieces. Ask them to write a food in each of the four quadrants with each food being from a different food group. 4. Write the name of a food group on a piece of paper and post it in the corner of

	<p>the room. Do this for each food group in a different corner with the fifth group going on a desk in the middle of the class.</p> <ol style="list-style-type: none"> 5. Explain they will pick one of their pieces of paper and go to the corresponding place in the classroom that matches the ingredient with the food group posted. Ask students one at a time to read off their ingredients from a specific group. Ask the students to show thumbs up and thumbs down for whether or not they agree that the ingredient belongs there. Record responses on the table. If it is determined that a student is in the incorrect group, have them find where in the room their ingredient belongs and go there. 6. Have the class put their first piece of paper aside. Repeat with their other pieces of paper. 7. Ask students to share something about the food groups they did not know before the activity. Guide students to see which foods fit the slogans for the five food groups. 8. You may wish to tape some of your student's pieces on your MyPlate poster as a reminder, or if you used butcher paper, post the table in the room.
<p>Home Connection</p>	<p>Dear Parents/Guardians,</p> <p>Today your child learned about the five food groups (grains, protein, dairy, fruits, and vegetables) represented in the MyPlate image. Visit www.choosemyplate.gov/ to take a look at more resources. Your child learned that all 5 food groups help your body to be healthy and the importance of making 1/2 your plate fruits and vegetables at every meal.</p>

Enjoy this yummy recipe with your family.

Chicken & Rice

Makes: 6 Servings

2 lbs. of boneless, skinless chicken breast, cut into strips
1 onion, peeled & chopped
2 green bell peppers, chopped
2 jalapeno peppers, seeded & finely chopped
3 garlic cloves, finely chopped
2 cups reduced sodium chicken broth
2 (14.5 oz.) cans no salt added diced tomatoes, drained
½ cup frozen pea & carrot blend
1 t. ground cumin
1 t. ground chili powder
¾ cup brown rice

Place all ingredients (except chicken) in a large skillet, bring to a boil. Cover and simmer about 30 minutes, until rice has absorbed liquid.

While rice is cooking, in a nonstick skillet, sauté chicken strips over medium heat until cooked thoroughly, about 10 minutes. Set aside and keep warm.

Remove cover from rice mixture, remove from heat, and let stand for 3-5 minutes. Arrange chicken over rice and serve.

Vocabulary

protein, grains, vegetables, fruits, dairy

	<p><u>Family physical activity suggestion</u></p> <p>Practice the stretches we learned today or make up your own. Make a new rule of “no sitting” during T.V. commercials. Stand up and move your body. Visit the link below for more physical activity suggestions.</p>
References:	<p>http://www.choosemyplate.gov/physical-activity.html http://www.choosemyplate.gov/food-groups/ http://www.harvestofthemonth.com http://www.choosemyplate.gov/food-groups/downloads/MyPlate/ColoringSheet.pdf http://www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf http://www.ncagr.gov/cyber/kidswrld/plant/nutrient.htm</p>