

MyPlate

Grades: 5 & 6

Goal

To familiarize students with the five food groups which are the building blocks of a healthy diet.

Objectives

Students will:

- practice meal planning skills while taking into consideration MyPlate nutritional guidelines
- engage in a relay race-style physical activity to practice identifying all necessary components of a balanced MyPlate

Time

50-60 minutes

Materials

- MyPlate Food Cards = 40 total
- 2 white boards/ chart paper with pens
- 1 empty bucket
- 5 MyPlate laminated 11x14 posters
- 5 bean bags
- 5 orange cones (optional, as signs could be placed on the ground, or taped to rulers/sticks and stuck in the ground)
- Food group signs
- MyPlate handouts – 1/student
- Pencils – 1/student
- Clipboards – 1/student
- Fruit or vegetable tasting for each student
- MyPlate Poster

	<ul style="list-style-type: none"> Harvest of the Month Educator Newsletter 		
Common Core Vocabulary	<p>Nouns</p> <p>fruit , vegetable, grain, protein, dairy</p>	<p>Describing words (Adjectives)</p> <p>nutritional</p>	<p>Verbs</p> <p>plan</p>
Pre & Post Assessment	<p><u>Pre:</u> In this lesson we will learn about the five food groups and why it is important to eat food from each food group. Ask students, what is one of the five food groups? Give an example of a food that belongs in that food group.</p> <p><u>Post:</u> Today we learned about MyPlate and the different food groups. You practiced making a healthy lunch on MyPlate. We are going to share some of the meals we made. Turn to your neighbor and share the lunch you made. Call on a few students to share out about the lunches they made.</p>		
Health Education Standards aligned with Nutrition Competencies	<p>Nutrition Competencies Grades 5 & 6</p> <p>1b. Know nutrition and health guidelines.</p> <p>(1.1.N)Describe the food groups, including recommended portions to eat from each food group.</p> <p>(1.4.N) Explain why some food groups have a greater number of recommended portions than other food groups.</p>		
Grades 5 and 6 Science Standards Grade 5	<p>Grade 5: Life Sciences</p>		

<p>Lesson Sequence</p>	<p>Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:</p> <p>Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).</p> <p>Listening/Speaking (in the classroom) → Listening/Speaking (in the garden) → Writing (in the garden)</p>
<p>Common Core Speaking and Listening Standards</p>	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-appropriate topics... building on others' ideas and expressing their own clearly. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

<p>ELD Standards Listening and Speaking</p>	<p><u>Beginning/Early Intermediate</u></p> <p>Comprehension:</p> <ul style="list-style-type: none"> • 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> <p>Comprehension:</p> <ul style="list-style-type: none"> • 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 (e.g., third-person singular, male and female pronouns). • 	<p><u>Early Advanced/Advanced</u></p> <p>• Comprehension:</p> <ul style="list-style-type: none"> • 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?").
<p>1. Administer this pre-assessment. Explain to the students, that in this lesson they will</p>			

Procedure

learn about why it is important to eat different types of food. Ask them "Why do we eat food?" and "Can you name some of the foods that you like to eat?" Tell them that each of these foods belongs in its own food group. Say that they are going to use MyPlate to sort foods into food groups, and learn how much of each group they should eat to have a healthy diet.

2. Show the class the "Choose MyPlate" poster. Explain that MyPlate is a tool to help them understand how to eat in a healthy way. Name the different food groups. Display an example of each group using the food cards. Point out the relative sizes of each food group on the poster and how they refer to how much of each group we should be eating. Lead the students through the following chant.
 - Grains: make at least half your grains whole.
 - Vegetables: vary your veggies.
 - Fruits: focus on fruits.
 - Dairy: get your calcium-rich foods.
 - Protein: go lean with protein.
3. Transition to the outdoor garden classroom. Review class rules. Pre-view the ideas that they will be talking about in the garden.
4. Place the 5 food group signs (grains, dairy, vegetables, fruit, & protein) in the garden. Give each student one food card and instruct them to find the food group sign that describes the type of food on their card. Debrief afterwards. Decide if every card in the group is where they belong. If there are mistakes, have students volunteer to select the correct food group and move the card. Ask if there are any cards that confuse students.
5. Count students off into two groups for stations

Station A: Bucket Brigade

15 minutes

Materials:

- MyPlate food cards
- bucket
- bean bags
- laminated MyPlate 11x14 posters

1. Circle up and put a bucket in the middle
2. Scatter food cards in a circle around the bucket (3-5 feet from bucket)
3. Break students into groups of no more than five students (approximately 3-4 groups)
4. Distribute a MyPlate poster and one bean bag to each group

Explain the procedure/rules:

1. Students will decide who in their group goes first.
2. The first student will walk to a food card that their group wants.
3. Standing behind the card, the student will toss their bean bag into the bucket.
4. If the bean bag makes it into the bucket, they will pick up the card, the bean bag, and return to their group.
5. If the bean bag does not make it into the bucket, the student picks up the bag, walks back to the card, and tries again until they make it in.
6. Once a card has been brought back to the group, they figure out where it belongs in their plate, what foods they still need, and send the next student to take their turn.
7. This process continues until the plate is full with one food from each group. Students

- are going to be making one healthy MyPlate that has a food item for each section.
8. If a group selects an incorrect card, they must return it, and take another turn to get the correct food that their group still needs.
 9. Stress to students that this is not a race; it's a game to make sure they understand how to build a healthy plate.
 10. Students should call out: "My plate is full," when they think they have one card from each food group. Teacher checks and asks students to identify which food item represents each part of the plate.
 11. The game is complete when all groups have a correctly filled plate.

Teach the students that each section of the plate has a phrase that encourages a healthy habit. For the grain section, explain that students should try to "make half their grains whole." That means half the time have whole wheat pasta, whole wheat bread, brown rice instead of white rice, etc. Other healthy habit phrases for the MyPlate include:

1. Make half of your plate fruits and vegetables
2. Vary your protein food choices
3. Switch to skim or 1% milk.

Station B: Let's Make Lunch

15 minutes

1. Provide each student with a clipboard, a pencil and a MyPlate handout (double sided, Spanish and English).
2. Explain that our task is to make a meal that has an ingredient from each part of the plate-to make a healthy "MyPlate" meal.
3. Have students brainstorm as many ingredients as they can, that might go into a

sandwich.

4. Write their brainstorm on a whiteboard/chart paper as they call things out.
5. Next, explain that each student will design a sandwich that they would like to eat, that contains foods from each part of their plate.
6. Have students write each ingredient of their sandwich on the appropriate part of the plate.
7. Explain that each part of the plate must be filled.
8. If they're having trouble, they can add a side dish, such as an apple, or cup of yogurt.
9. (If time permits) When all students are done, have them share their personal sandwich/meal.

Wrap-Up & Tasting

5 minutes

Materials:

- tasting kit, food for tasting
1. Encourage students to share the meals they designed in station 2.
 2. Have students wash hands or pass around sanitizer.
 3. Distribute tasting.
 4. Encourage students to learn more about making healthy meals by browsing the chooseMyPlate.com website. Have students repeat the website "chooseMyPlate.gov."
 5. Ask students what foods they can use from the salad bar at school to create their healthy plate at school. Have students turn and talk and then call on a few to share their examples.

Common Core Reading Standards	<p>5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.</p> <p>6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>		
ELD Standards Reading	<p style="text-align: center;"><u>Beginning/Early Intermediate</u></p> <ul style="list-style-type: none"> • . Comprehension → • Understand and follow simple one-step directions for classroom activities. 	<p style="text-align: center;"><u>Intermediate</u></p> <ul style="list-style-type: none"> • Comprehension → • Understand and follow some multiple-step directions for classroom-related activities. 	<p style="text-align: center;"><u>Early Advanced/Advanced</u></p> <ul style="list-style-type: none"> • Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique → • Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.
Classroom Connection	<p><u>Description:</u> Students review food groups 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 food groups.</p>		

Materials: MyPlate poster, butcher paper (optional)

Procedures:

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 group 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 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.
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.

	<p>7. Ask students to share something about the food groups they did not know before the activity.</p> <p>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>
<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 ½ your plate fruits and vegetables at every meal.</p> <p>Enjoy this yummy recipe with your family.</p> <p>Chicken & Rice Makes: 6 Servings</p> <p>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</p>

	<p>¾ cup brown rice</p> <p>Place all ingredients (except chicken) in a large skillet, bring to a boil. Cover and simmer about 30 minutes, until rice has absorbed liquid.</p> <p>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.</p> <p>Remove cover from rice mixture, remove from heat, and let stand for 3-5 minutes. Arrange chicken over rice and serve.</p> <p><u>Vocabulary:</u> protein, grains, vegetables, fruits, dairy</p> <p>Family physical activity suggestion:</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.</p> <p>Wiggle like a worm Tiptoe like a ladybug Stretch like a sunflower Use your hands to show rain falling</p> <p>Visit www.chooseMyPlate.gov/ to take a look at more resources.</p>
References	<p>http://www.chooseMyPlate.gov/food-groups/</p>

	<p>http://www.chooseMyPlate.gov/downloads/mini_poster_English_final.pdf http://www.chooseMyPlate.gov/foodgroups/downloads/MyPlate/ColoringSheet.pdf www.harvestofthemonth.com</p>
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