Lesson 4

Planting the Seeds for Healthier Eating

Supplies and Preparation

Discover MyPlate Components*

- ***The Five Food Groups*** poster
- **Food Cards**
- ***Garden Bite* Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 83–85.)
- **Emergent Readers: *Where Food Comes From*** (Teacher and student versions)
- **Student Workbook** [WB; Activities 1–3, pp. 20–22]
- **STAR Chart**

Additional Supplies

- Suggested books** for **Book Club**:
  - ***Tops and Bottoms*** by Janet Stevens
  - ***In the Garden with Dr. Carver*** by Susan Grigsby
  - ***Apple Countdown*** by Joan Halub
  - ***Water, Weed, and Wait*** by Edith Hope Fine and Angela Demos Halpin
  - ***The Ugly Vegetables*** by Grace Lin
- Planting demonstration materials:
  - Dry pinto beans (1 per student)
  - 1 container (large enough to soak all beans in 1 cup of water)
  - Water (approximately 1 cup)
  - 1 spray bottle (to hold water)
  - 3–4 sheets of paper towels
  - 3–4 paper plates
  - Plastic wrap
  - Small clear plastic cups with drainage holes punched in the bottom (1 cup per student)
  - Potting soil (approximately 4 quarts)
  - Plastic spoons
  - Baking sheets/trays
  - Letter-sized plain white paper (3 sheets per student)
- Crayons, white paper, construction paper, scissors, glue, math manipulatives (or pennies, pretend money, or buttons for dramatic play), bulletin board paper, paint, star stickers, stapler, markers

* Order or download at **TeamNutrition.USDA.gov**.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

Warm Up (Whole Group; 20 minutes)

1. Begin by asking students what kinds of fruits and vegetables they ate for lunch (or ate yesterday). Invite students to circle any that are on ***The Five Food Groups*** poster, then chart their choices in the Activity Area. Ask: *Did you eat them at school for lunch or breakfast? Where do you think your school gets these foods from?* As they share, draw a store or farm on the board or poster.
2. Next, ask: *Where did the grocery store get them?* Allow students to think about experiences and observations, then share their ideas. For example, they may suggest farms, gardens, or trees.
3. Ask: *Have you ever seen fruits and vegetables growing (like when apple picking or in a garden at home)?* Explain to students that fruits and vegetables come from plants. Plants are living things. If possible, ask students to join you at the window and look outside. Ask students to name or point out different plants—trees, shrubs, flowers, etc.—that they see. Tell students that fruits and vegetables grow from seeds into plants, just like flowers do.
4. Explain that the fruits and vegetables that we eat are grown on plants in gardens and orchards, on farms, and in greenhouses. Ask students whether they have ever been to a farm or know of a garden in their community. People like gardeners and farmers work hard every day to grow plants, keep them healthy, and pick the fruits and vegetables we eat.
5. Ask students: *What do plants need to grow?* Explain that plants need certain things to grow: food (in soil), water, light, space, warmth, and air. Tell students that they will grow their own seeds in this lesson and learn how fruits and vegetables grow.

★Teacher Tip★

If you have a school garden, or access to a playground outside, continue this discussion outside while looking at plants.

Book Club (Whole Group; time will vary)



Read books with your class to further their learning about how fruits and vegetables grow. **Review Appendix A: Book Club (pp. 96–97) for suggested books with questions**. You may also find other selections in your library that can be used to generate a similar discussion.

Whole Group Activities (continued)

Planting Demonstration

(Whole Group; 25 minutes, plus 5–10 minutes in subsequent days as plants grow)

Use the supplies listed on p. 45 for the following hands-on activity. It will activate your students' imaginations and cement their understanding of how plants—and fruits and vegetables—grow! This activity is intended for the observation of plant growth and not for the consumption of sprouts. Show students the farmer in the ***Where Food Comes From*** **Emergent Reader: Teacher's Edition**. Remind them that in this activity, they will be like the farmer!

Instructions:

- Cut white paper in half and distribute one half to each student. Give each student a bean to draw a picture of, and have them write "day 1" on top of their drawing.
- Collect the beans, put them in a container, and add water to cover. Allow to soak overnight.
- Dampen the paper towels and place each on a paper plate. Place 5 to 8 beans on each plate, keeping them to one side of the plate and separated slightly (beans should not be touching). Fold the empty half of the paper towel over the beans to cover them. Then cover the plates with plastic wrap.
- Store the beans in a dark location for about 3 days, after which the beans will start to sprout. Check the beans. Using another half sheet of paper, have students draw another picture from observation and write "day 3" on top.
- Using spoons, have students place potting soil into their plastic cup, a little more than half full.
- Let students place one bean sprout in a cup, near the edge, so they will see it through the side of the cup once it is covered with soil. Then, have students add another half inch of potting soil.
- Have students water the cups using a spray bottle until the soil is moist. Place them on trays by a window.
- Every 2 days, or when students notice a visible change, have them draw another picture (on a new half sheet of paper) of the plant and indicate the day. Continue until the plant grows to at least an inch above the soil. Each drawing can be stapled behind the previous drawing, ultimately forming a flip book of how plants grow.
- Have students describe what they notice during the process and at the end of the activity. What is growing? (*A plant/sprout*) Where is it growing from? (*The bean*) What do they think will grow from the bean seed? (*More beans*)

As a class, complete the **Student Workbook** activities ***Time to Grow!*** [WB, p. 20] and ***Time for Strawberries*** [WB, p. 22] to process and emphasize the growing cycle of a plant and what students will observe during their bean-growing activity. For ***Time to Grow!*** have students read each step about how a bean plant grows from seed to harvest. Have them describe what they see, if possible, using one of the bean sprouts or plants you are growing as a visual reference. Holding the plant, ask students: *What step is this plant in? What steps did it go through to get to this point? What happens next? What do we need to do to help it grow?*



★Teacher Tip★

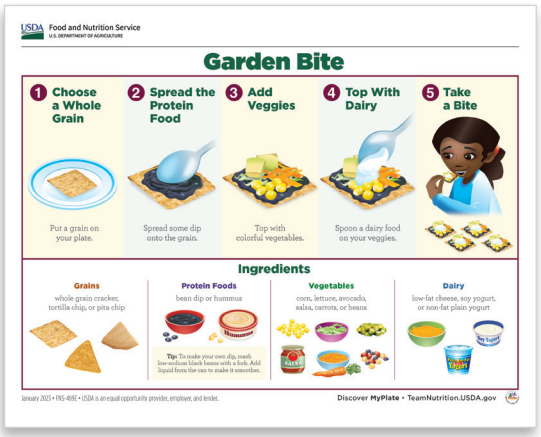
You may want to tie this demonstration to **Earth Day Celebration** ideas. See the Classroom Celebrations on pp. 70–75 for ideas.

Whole Group Activities (continued)

Food Club (Whole Group; 25 minutes)

Garden Bite Look and Cook Activity

(See pp. 83–85 for recipe ingredients, supplies, and step-by-step instructions.)



In this food preparation activity, students will choose protein, vegetable, and dairy foods to create a fun and healthy mini snack. Offering children ingredients to choose from engages them in making healthy choices. This activity also complements the food growing theme seen throughout Lesson 4. The veggies that grow on plants will soon be enjoyed on a ***Garden Bite!***

1. Review the recipe and directions for making the ***Garden Bite*** on pp. 83–85. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with family volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of the vegetables (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing the food (counting out crackers, washing veggies, etc.) while the remainder of the class works on other activities, such as the **Student Workbook** pages. Another idea is to set up multiple tables where groups of four–six students can all make their ***Garden Bites*** at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 49. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Provide copies of the **Look and Cook Recipe** for each student. Review the steps of how they will make their ***Garden Bite***. Tell students that they will create a fun-sized snack that features garden vegetables that they have been learning about. Show the children that beans can fall into two categories—they are in the Protein Foods Group and in the Vegetable group. Let the children decide what interesting combinations their own bites will have—including a grain, a protein food, one or more vegetables, and dairy toppers. Then they will get to eat what they created!
6. Display the **Look and Cook Recipe** (p. 83) where students can clearly see it as they make their ***Garden Bites***.
7. Show students the food choices in each bowl. Talk about which foods belong to which food groups. Use ***The Five Food Groups*** poster to help with the discussion. Remind them to use the serving utensils, not fingers, to select foods. Encourage students to follow the instructions on the recipe. Assist students as needed. Together with the class, use markers to write the foods used in the recipe in the Activity Area on the poster.

Taste Testing Activity

If you don't have enough time or resources to make the ***Garden Bite***, introduce the students to just the yogurt (or another dairy food) in a taste testing activity.

- Display the **Mary Dairy Food Group Friend Profile Card** on the board or flip chart. Tell the students yogurt is part of the Dairy Group. Talk about the other foods that are part of the Dairy Group (milk, cheese, soy yogurt, soy milk).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

Whole Group Activities (continued)

8. To get things started, assemble your own ***Garden Bite*** so the children can see how you build it. After the tasting activity, ask students to talk about what they chose for their ***Garden Bite***. Invite students to share other foods they might choose next time they make a ***Garden Bite***. Use the poster to record their ideas. What other foods from the Protein Foods, Grains, or Dairy groups might they choose? Encourage the children to make ***Garden Bites*** with their families at home. Send a copy of the **Look and Cook Recipe** home with the children.
9. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

Cafeteria Connections (Whole Group; each activity 30 minutes)

Farm to School

If your school has a farm-to-school program, invite a local farmer to talk with the class about what food they grow, when it is planted and harvested, and what foods (if any) the farmer produces for the school. Or, invite a chef from a local restaurant to talk to students about where they get food, and what fruits and vegetables are used in the menu. Ask students: *Have you seen or eaten any of these foods in the cafeteria?* Invite the farmer (or chef) to reread the ***Where Food Comes From*** **Emergent Reader: Teacher's Edition** to the students.

★Teacher Tip★

If you don't have a Farm to School program, consider starting one! Check out the USDA Farm to School Planning Toolkit for ideas.
fns.usda.gov/cfs/farm-school-planning-toolkit



Like to Eat Fruits and Vegetables

As a class, review the school lunch menu. Highlight foods students have learned about during **Book Club** (such as, George Washington Carver's peanut butter, farm-fresh apples, lettuce that grows as "tops," and carrots that grow as "bottoms"). Have students practice reading, then writing, sentences in the following format using new food vocabulary and sight words:

- I like to eat _____ (fruits or vegetables).
- I like to eat _____ (color) _____ (fruits or vegetables).
- I like to eat _____ (color) _____ (fruits or vegetables) because_____.

Food Safety

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

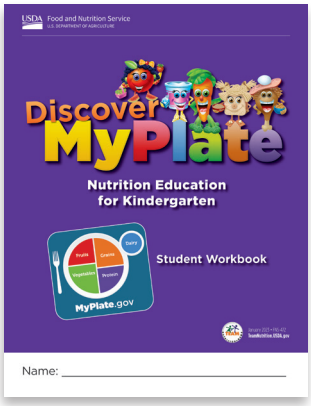
Small Group Activities

Choose any of the following activities for students to do during Center Time.



Literacy Center (Small Group; time will vary)

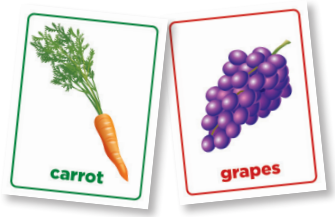
Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups.

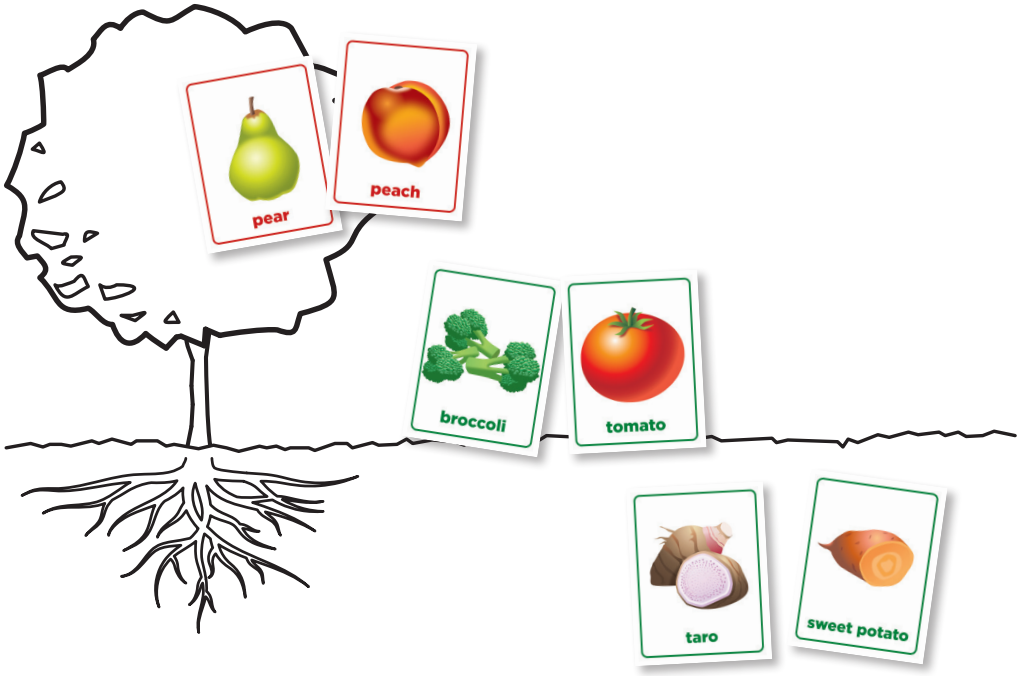
- ***Time to Grow!*** [WB, p. 20] In this activity, children read about and color the steps for a bean plant to grow. Read the steps as a class. Introduce or review words like "grow," "eat," and "seed."
- ***1, 2, 3, 4 – Grow, Fruit and Veggies, Grow!*** [WB, p. 21] Students practice counting skills in this activity, while also learning how some fruits and vegetables grow.
- ***Time for Strawberries*** [WB, p. 22] In this sequencing activity, students will discover how strawberries grow and learn to spell and write out the sight word "like" in a sentence.



Food Cards (Small Group: 3–4 students; 15 minutes)

Produce Pick!

Draw pictures on the board of a tree and the soil line, showing below the soil line (dirt) and above (sky). Sort the **Food Cards** so that students can select either a fruit or a vegetable card. Once "picked," discuss how that food grows—on trees, under the ground, or above ground (see examples p. 51). When the class decides how that fruit or vegetable grows, have students come up and point to the area of the picture that matches how it grows. Talk about experiences students may have had picking fruits and vegetables.

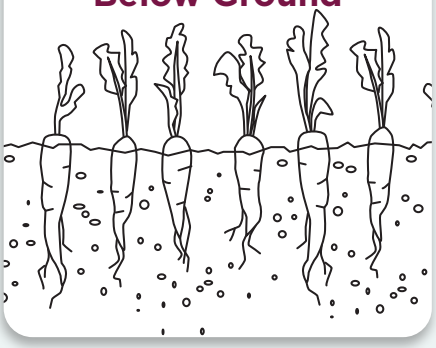


Small Group Activities (continued)

How Do Fruits and Veggies Grow?

Did you know that fruits and vegetables grow in different ways and come from different parts of plants?

Below Ground



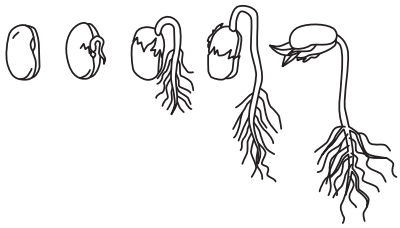
Some grow underground, such as **carrots**, onions, beets, and potatoes.

Above Ground



Some grow above ground, such as celery, rhubarb, **asparagus**, zucchini, tomatoes, avocados, oranges, watermelon, strawberries, apples, bananas, broccoli, pears, peppers, artichoke, leaf lettuce, spinach, grapes, kale, and kiwi.

As Seeds



Some are the seeds of a plant, such as corn, green peas, **beans**, and sunflower seeds.

Tip! See **Student Workbook** handouts ***Time to Grow!*** and ***Time for Strawberries*** [WB, p. 20, 22] for illustrations showing the steps of how a vegetable and a fruit grow from a seed.

Dramatic Play (Small Group; each activity 15 minutes)



Farm Fresh!

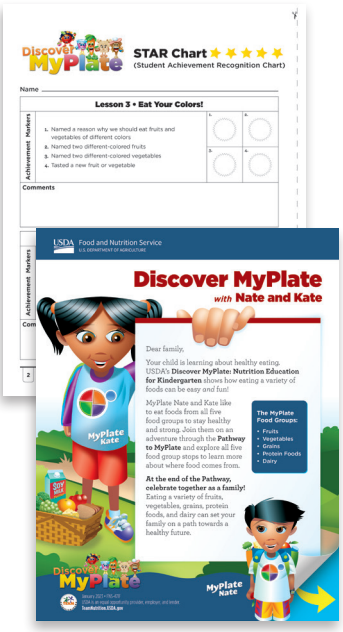
During dramatic playtime, allow students to run a pretend farmers market. Tell them that a farmers market is where growers go to sell their fruits and vegetables. If desired, one student can role play the farmer from ***Where Food Comes From*** **Emergent Reader** as she gets ready to take foods to the farmers market; another can role play Nate as a helper. Students can make signs selling their fresh fruit and vegetables (pretend foods, hand-drawn ones, or **Food Cards**), and sort them by color. They should write a price by each sign. Students can take turns running the market as farmers and "selling" their fruits and vegetables, suggesting foods for meals or snacks. Other students can "shop" for goods as customers using money (pennies, pretend money, buttons, or other math manipulatives in the classroom).



Ready, Set, Plant!

Ask students to make a pretend garden, orchard, or farm. They should work together to decide what types of fruits and vegetables to grow (such as apples, cabbage, or corn). Have them draw pictures of their farms and decide who will do the various jobs on the farm, like planting the crops, watering, and harvesting. They can make signs and invite others to come pick fresh produce at their farms and act out what that would be like.

Reflection & Assessment



(Whole Group; 20 minutes)

At the conclusion of the lesson, discuss as a class where fruits and vegetables come from and what plants need to grow. Have students draw one new fruit and one new vegetable that they learned about in this lesson. Help them write each fruit and vegetable name on their drawings. Display their labeled fruits and vegetables on a bulletin board. You can create a "My Food Grows" display with fruits and vegetables growing in a garden or on a tree, or create a "My Salad Grows" display with student drawings in large "salad" bowls. Add more fruits and vegetables to the board each day or week as you share what the class has tried, and reflect and build upon student vocabulary.

Reward each student with a star or sticker for their efforts and ability to meet this lesson's achievement markers (see below). Students may add their stars or stickers to the **STAR Chart**.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the ***Discover MyPlate with Nate and Kate*** **Parent Handout** and ***Garden Bite*** **Look and Cook Recipe**.

Lesson 4 Achievement Markers

- Planted a bean sprout
- Identified the sequence in the plant life cycle as a bean grows from a seed to plant
- Named three things a plant needs to grow

★ **Award a star or sticker for each achievement!**

Extra Helpings

Growing Together

(Small Group; 40 minutes)
Students can paint a group mural of a garden growing different fruits and vegetables. Each student can sign their name somewhere on the painting, and it can be displayed as part of a "Growing Together" display near the plants that they are growing.

(Whole Group; time will vary)
Take a field trip to a local farm to see fruits and vegetables growing. Or invite a local farmer to visit the class and talk about a fruit or vegetable they are growing.



Topic: The Importance of Eating Breakfast

Lesson 5
Starting Our Day With MyPlate

In this lesson, students continue to discover how eating healthy foods helps them to learn, play, and grow. They will reflect on how internal hunger and fullness cues are the body's way of saying when to eat and when to stop eating. Finally, students will discover how breakfast can give them the energy they need to start the day.



Learning Objectives

Students will be able to...

- Explain the importance of eating breakfast every day.
- Describe feelings of full and hungry.

Essential Questions

- How does our body tell us that it is time to eat?
- How do we know when we have had enough to eat?
- Why does our body need food?
- Why is it important to eat breakfast?

Lesson 5

Starting Our Day With MyPlate

Supplies and Preparation

Discover MyPlate Components*

- **Food Cards**
- ***Fruit-a-licious Breakfast Cup* Look and Cook Recipe**
  (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 86–88.)
- **Emergent Reader: *Dairy***
  (Teacher and student versions)
- **Food Group Friends Profile Cards**:
  Farrah Fruit, ***Jane Grain***, ***Mary Dairy***
- **Student Workbook** [WB; Activities 1–3, pp. 23–25]
- **STAR Chart**
- **Parent Handout: *Be Your Best With Breakfast***

Additional Supplies

- Suggested books** for **Book Club**:
  - ***Bear Wants More*** by Karma Wilson
  - ***Choo Choo*** by Virginia Lee Burton
  - ***The Hatseller and the Monkeys: A West African Folktale***
- A balloon
- Crayons, construction paper, scissors, glue, star stickers

* Order or download at **TeamNutrition.USDA.gov**.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

★Teacher Tip★

You can time this lesson to lead up to a **Welcome Winter Celebration**! See Classroom Celebrations on p. 72 for ideas.

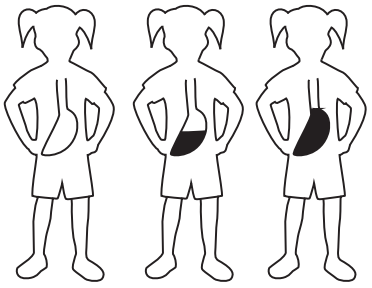


Warm Up (Whole Group; 20 minutes)

1. Begin the lesson with a discussion of feeling hungry and full. Ask students: *How does our body tell us that it is time to eat? How do you feel when you wake up in the morning? Do you feel hungry? What does that feel like? How does your stomach feel? Does it growl? What do you think about when you feel hungry?* Explain that when our bellies are ready for food, we feel hungry. Our stomachs may gurgle or make funny noises and we think about wanting to eat. It is our body's way of telling us to start eating.

2. Now, ask students: *How do we know when we have had enough to eat? How do you feel after you have eaten? What does it feel like when you are full? How does your stomach feel then? Do you still think of wanting to eat food when you feel full?* Explain that when we have eaten enough food, our stomachs feel full. It is our body's way of telling us to stop eating. Sometimes when we keep eating even after our stomachs feel full, it makes us feel stuffed. (Show puffed-out cheeks to underscore the feeling.) Ask whether your students have ever felt this way. If we eat too much, we can get a stomachache and not feel well.

3. To reinforce students' understanding of being hungry and full, draw a visual on the board or chart paper similar to the one on the right. You may also use the **Student Workbook** activity ***Breakfast Time!*** [WB, p. 25], as it has the same illustration. You can also use a balloon to represent the stomach at different levels of fullness. The deflated balloon is like an empty stomach. You feel hungry when your stomach is empty. As you blow air into the balloon it becomes more and more full, like your stomach becomes fuller after eating.





4. Next, speak with the class about breakfast. For a fun, active way to discuss types of breakfast foods students like to eat in the morning, have students stand in wide rows or scattered throughout the classroom (with an arm's length of space around them). One at a time, ask a student to say a food they ate, or like to eat, for breakfast. If other students (and you!) also ate or like to eat that food, they take one hop forward; if not, they should take one hop backward. If you have limited room, switch to hopping on one leg versus two or putting arms up versus down.

5. After the game, remind students that breakfast and other foods give us energy, like the batteries in a toy. Explain that breakfast is especially important because it is the first meal we eat after we have slept for a long time. Sleep helps our bodies rest. When we wake up, we need food to help us "recharge." That food helps us move and be active.

6. Tell students that there are "anytime" and "sometimes" breakfast foods. We need to choose the best fuel for our body. Healthy foods help our body work best. "Anytime" foods are the healthiest. They are great choices for breakfast, like whole-grain toast, low-fat yogurt, and fruit. "Sometimes" foods have lots of added sugars, salt, or fat, and other things we do not need. These foods are less healthy choices at breakfast. It is okay to eat them on special occasions, but not all the time. "Sometimes" foods are foods like donuts, pastries, sugary cereals, and bacon.

Whole Group Activities (continued)

Book Club (Whole Group; time will vary)



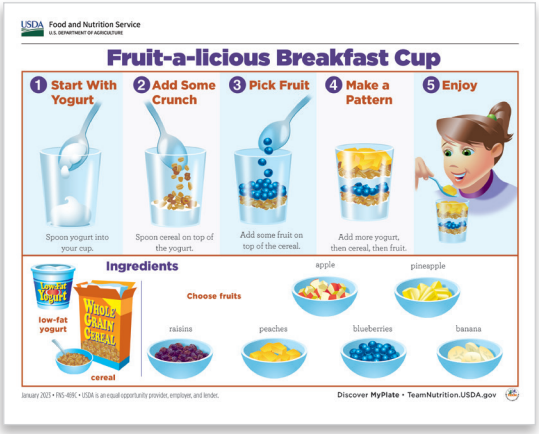
Read books with your class to further their learning about the importance of breakfast and feeling hungry and full. **Review Appendix A: Book Club (pp. 98–99) for suggested books with questions**. You may also find other selections in your library that can be used to generate a similar discussion.

Food Club (Whole Group; 25 minutes)

Fruit-a-licious Breakfast Cup

Look and Cook Activity

(See pp. 86–88 for recipe ingredients, supplies, and step-by-step instructions.)



In this food preparation activity, students "invent" their own breakfast while creating a pattern by layering fruit, low-fat granola, and low-fat yogurt. This recipe uses an "assembly line" approach to allow students to make it their own while minimizing the amount of setup and cleanup for you!

1. Review the recipe and directions for making the ***Fruit-a-licious Breakfast Cup*** on pp. 86–88. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of volunteers or adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 58. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (p. 86) so students can clearly see it as they prepare their breakfast cups, and give each student a printed copy. Review the steps with students and demonstrate how they will be making their ***Fruit-a-licious Breakfast Cup***. Using the **Farrah Fruit**, **Mary Dairy**, and **Jane Grain Profile Cards**, review the food group designations of each ingredient. Show students the different food choices, and encourage them to try a variety of fruits, including ones they haven't tried before. Remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your breakfast cup—they'll be more willing to try new foods when it is modeled for them. Encourage them to make one with their families at home. Send the **Look and Cook Recipe** home in their weekly folder.

Taste Testing Activity

If you don't have enough time or resources to make the ***Fruit-a-licious Breakfast Cup***, introduce the students to just the blueberries (or another fruit) in a taste testing activity.

- Display the **Farrah Fruit Food Group Friend Profile Card** on the board or flip chart. Tell the students a blueberry is part of the Fruit Group. Talk about the other foods that are part of the Fruit Group (apples, blackberries, bananas, watermelon, strawberry, kiwi, grapes, oranges, cherries).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

Whole Group Activities (continued)

Food Safety

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

7. While students eat, read the **Emergent Reader *Dairy***. Ask students: *What is yogurt made from?* (*Milk*) Remind students that foods from the Dairy Group, like yogurt, help keep bones and teeth strong. Ask students to name other dairy foods they can eat at breakfast (for example, low-fat milk or cheese). Ask students to share how the fruits in their breakfast cup tasted. Explain that plain fruits are naturally sweet and better for us than foods that have lots of sugar added to them, such as donuts or sugary cereals. Fruits like the ones used in the breakfast cup are "anytime" foods. Donuts and high-sugar cereals are "sometimes" foods. The ***Fruit-a-licious Breakfast Cup*** has foods from three food groups: Fruits, Dairy, and Grains. Ask: *What food groups are missing?* (Protein Foods, Vegetables) Sometimes our breakfast does not include all five food groups. How could we include a protein food and vegetable at snack time to make up for the fact that we missed them at breakfast? (For example, peanut butter on celery sticks or hummus and carrot sticks.)
8. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

Cafeteria Connection

(Whole Group; 20 minutes, around breakfast time)



Breakfast Badges

Create a circular badge that reads "I ate breakfast today!" or download and use the Team Nutrition "Breakfast Superstar!" badge from **TeamNutrition.USDA.gov**. Then, photocopy enough for your class, or write the words for your students on badges. Have students decorate and add their names to the badges. Students can wear their badges each day that they eat breakfast. Students may also create posters and fliers with the same message to display on the cafeteria walls and hallways.

Meet with school nutrition services and have students show their badges, present the posters, and explain what they've learned about the importance of eating breakfast. Ask your school's Nutrition Services Director or Cafeteria Manager to show students the types of foods offered at the school for breakfast. Include a taste test of some of the foods available, if possible, and allow students to put a smiley-face sticker next to their favorite samples.



Small Group Activities

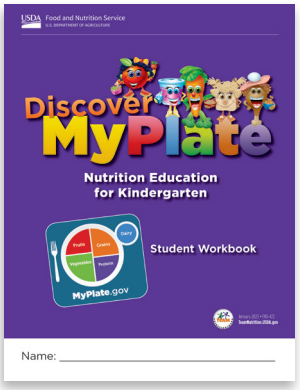
Choose any of the following activities for students to do during Center Time.

Literacy Center (Small Group; time will vary)



Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

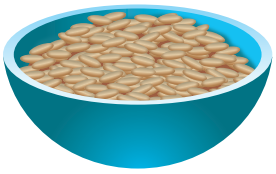
Student Workbook (Small Group; time will vary)



Have students complete workbook pages individually or in small groups. This can be done during Center Time or during the **Food Club Look and Cook** activity.

- ***What a Day!*** [WB, p. 23] In the first activity, students put illustrations depicting a typical child's day into the correct sequence. Pictures can also be cut out and glued onto construction paper in the correct sequence. You may then want to transcribe a sentence or two about how breakfast gives them energy for school and play.
- ***Where Is the Fruit?*** [WB, p. 24] Students will need to identify the beginning sounds of several words to decode a message in this activity.
- ***Breakfast Time!*** [WB, p. 25] In this activity, students build a breakfast choosing foods from four of the five food groups, and then pick a vegetable for a snack. They also answer questions about feeling hungry or full.

What's On Your Menu? (Small Group; time will vary)



Have students talk about their favorite breakfast foods. Explain that what you eat for breakfast may be different depending on where you live and your cultures and traditions. There are lots of ways to eat a healthy breakfast. Ask students: *Do you think rice is a breakfast food?* Explain that for some people it may be. For example, kids in South Korea often eat rice with fish and vegetables for breakfast. Ask students: *Does your family or your relatives eat any other types of foods for breakfast?*

Supply students with paper and crayons and ask them to make a breakfast menu that represents their cultures.

Small Group Activities (continued)



Dramatic Play

Order Up! (Small Group; 20 minutes)

Talk with students about breakfast choices from all five food groups. Explain that if their breakfast does not include all five food groups, they can eat a food from the missing food group later for a snack. For example, they could eat baby carrots as a snack if there was no vegetable at breakfast. Their breakfast should include at least three of the five food groups.

Examples could include (**Food Cards** are noted in bold):

- **Tortilla**, **eggs**, **cheese**, **tomato** salsa, **fat-free milk**, **orange**
- Whole-wheat toast (**bread**), **peanut butter**, **fat-free milk**, **banana**, (for later, snack bag of cherry **tomatoes**)
- **Oatmeal**, nuts, **peaches**, **fat-free milk**, (for later, snack bag of baby **carrots**)
- Whole-grain waffle sticks, **strawberries**, **low-fat yogurt**, (for later, celery with **peanut butter**)



The selected **Food Cards** and kid-drawn breakfast items can become the "menu" at the "Fuel-Up Friendship Café." Here, student "diners" can chat with their friends and order "**MyPlate** breakfasts" with foods from each food group. When students first get to the café, have them act out what it feels like to be low on "fuel" or energy. Instruct students to act out how it can feel to be fueled up and ready to start the day after eating at the café.

Doll Play (Small Group; 15 minutes)

To reinforce the ideas of being hungry and full, encourage students to use dolls you may have in your classroom and pretend different scenarios, including:

- The dolls are hungry and the students need to feed them.
- The dolls are full and so they stop eating.
- The dolls have energy to play after they've eaten.

Reflection & Assessment

(Whole Group; 20 minutes)

As a reflection at the end of the lesson, have students create a storybook about their mornings titled "Starting My Day." The story can start with them waking up in the morning, how they feel before breakfast, what they eat for breakfast, how they feel and what they do after breakfast, and ending with them in the classroom with friends, ready to learn, play, and be active. Assign scenes for each student to draw. Have them draw and label their favorite healthy breakfast foods, including a variety of fruits and some new ones they have tried. Put the storybook together and make copies available for families, or display a copy in the library or cafeteria for other students to see.

Reward students with a star or sticker for their efforts and ability to meet this lesson's achievement markers (see below). Students may add their stars or stickers to the **STAR Chart**.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the ***Be Your Best With Breakfast*** **Parent Handout** and ***Fruit-a-licious Breakfast Cup*** **Look and Cook Recipe**.



Lesson 5 Achievement Markers

- Named a reason why it is important to eat breakfast
- Described feeling hungry or full
- Ate a breakfast from at least three food groups

★ **Award a star or sticker for each achievement!**

Extra Helpings

Breakfast Boost! (Whole Group; 20 minutes)

Take a class vote on which fruits your students like to eat at breakfast time. Prepare chart paper with pictures of the various foods. Have students help you create a graph to show the results by adding a smiley face next to or under the fruit they are voting for. Ask: *Which is the class favorite? How many votes did it get? What are three new fruits we can try at breakfast time?* After the vote, allow students five minutes of "wiggle and giggle" time to signify the energy they gain by eating breakfast! Eating breakfast is as easy as ABC: think of a food that you can eat for breakfast that starts with each letter of the alphabet.



Topic: Physical Activity



Lesson 6

Let's Play, Let's Party!

Being healthy is not only about eating well. It is also about being physically active. This lesson will promote physical activity through song and dance, story, and role-play. Parents are invited to participate in a cumulative activity and celebration that includes a healthy snack and move-and-groove activity.





Learning Objectives

Students will be able to...

- Name two reasons why it's important to be physically active every day.
- Explain that eating foods from the five food groups helps the body be physically active.
- Identify three different ways to be physically active each day.
- Make a healthy snack based on **MyPlate.**

Essential Questions

- Why is it important to be active every day?
- What gives us the energy to be active?
- What are some ways to be active?

Lesson 6

Let's Play, Let's Party!

Supplies and Preparation

Discover MyPlate Components*

- ***Reach for the Sky*** song
- **Food Cards**
- ***Food Group Friend* Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 89–91.)
- **Emergent Reader: *A MyPlate Meal*** (Teacher and student versions)
- **Food Group Friends Profile Cards**
- **Student Workbook** [WB; Activities 1–2, pp. 26–27]
- **STAR Chart**
- **Parent Handout: *Move, Play, Have Fun!***

Additional Supplies

- Suggested books** for **Book Club**:
  - ***The Busy Body Book: A Kid's Guide to Fitness*** by Lizzy Rockwell
  - ***Giraffes Can't Dance*** by Giles Andreae and Guy Parker-Rees
  - ***Move!*** by Lolly Hopwood and YoYo Kusters
- White 8.5" x 11" paper (1 sheet per student)
- 5 buckets or boxes (shoe-box size)
- Pictures of foods to represent each food group
- Crayons, construction paper, scissors, glue, star stickers

* Order or download at **TeamNutrition.USDA.gov**.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

Food Safety

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

Warm Up (Whole Group; 20 minutes)

1. Gather students in a circle on the carpet and review the introductory discussion from Lesson 2 by asking: *Do you remember what else we can do to keep our bodies healthy, in addition to making healthy food choices?* Invite students to share their responses. Display the **MyPlate Nate and Kate Profile Card** on the board or a flip chart. Remind students that Nate and Kate like to eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.
2. Explain that our bodies are meant to move. We need to be physically active each day so that our muscles, heart, and bones are strong. Invite volunteers to share how they like to be active and move (for example, "I like to play soccer" or "I like to dance"). Continue the exercise until all students have had a chance to name an activity.
3. Explain that, when we are active and move, we use energy. Have students use some energy by standing up, jumping up and down in place, and wiggling their arms. After a few seconds, have them sit back down. Ask them how they feel. Tell them that, when we are physically active, we use our muscles, and our heart beats a little faster. Ask students to put their hands over their hearts and feel it beating.
4. Explain that our heart has a big job to do. It pumps blood to all parts of the body. When we are physically active, our muscles need more blood, so the heart must work harder. It gets a workout. This is good for our bodies and helps make them stronger and healthier.
5. Ask students how the foods they eat can make a difference in how they feel when they are active (for instance, when they play soccer or run around at recess). Give the example that, just as a toy needs the right kind of battery to make it work, and a car needs fuel to make it go, our body needs healthy foods from the five food groups to be its best at sports and play.
6. To reinforce this concept, have students fold a piece of paper in half. On the left side, ask them to draw a picture of one of their favorite healthy meals or snacks. On the right, they should draw one of their favorite ways to be active and play. Display these on a "Healthy Foods Give Us a Boost" bulletin board.

Book Club (Whole Group; time will vary)



Continue the conversation about different ways to be active and play by reading books with your class that include forms of physical activity. **Review Appendix A: Book Club (pp. 100–101) for suggested books with questions**. You may also find other selections in your library that can be used to generate a similar discussion.

Whole Group Activities (continued)

Food Club Whole Group (25 minutes)

Food Group Friend Look and Cook Activity

(See pp. 89–91 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, children and parents work together to create a snack using foods from all five food groups. Involving parents in this activity helps connect the lesson to the home, and provides the opportunity for children to observe their parents eating healthy foods. By allowing children to use their creativity to build their own ***Food Group Friend***, children apply their knowledge of what foods belong to each food group and build skills needed to create healthy snacks at home.



1. Review the recipe and directions for making the ***Food Group Friend*** on pp. 89–91. The recipe serves 20, so adjust the recipe amounts to suit the size of your class and to provide samples for attending adults.
2. Talk with parent volunteers or school nutrition services to decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Since parents are to participate in this activity, you will probably want your whole class to do it at the same time. Make sure your space has enough room for both parents and children to participate in the activity.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 64. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (p. 89) so students and parents can clearly see it as they prepare their ***Food Group Friend.*** Provide a copy of the recipe for each student/family. Review the steps and demonstrate how everyone will be making their ***Food Group Friends***. Show students and parents the different food choices in each food group.
6. Give parents and students a plate and instruct them to begin by choosing a whole-grain base for their face (either a brown rice cake, slice of whole-wheat bread, or half of a toasted whole-wheat English muffin). Remind them to use the serving utensils, not fingers, to select foods. If parents/caregivers are present, invite them to assist their child as needed.
7. Ask children to share their finished creations and identify foods they used with the rest of the class in a short show-and-tell. If your class is large, do this sharing in small groups (for example, have students present their creation to others sitting at their table). If possible, take pictures of children and their parents with their ***Food Group Friend*** creations. Finish the activity by enjoying a meal together! Send the **Look and Cook Recipe** home with parents/caregivers or students.
8. Clean up. Have students work with parents and adult volunteers to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

Taste Testing Activity

If you don't have enough time or resources to make the ***Food Group Friend***, introduce the students to just the beans (or another protein food) in a taste testing activity.

- Display the **Dean Protein Profile Card** on the board or flip chart. Tell the students some beans are part of the Protein Food Group. They can also be part of the Vegetable Group. Talk about the other foods that are part of the Protein Food Group (chicken, ham, eggs, peanuts, chickpeas, lentils).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

Whole Group Activities (continued)

Discover MyPlate Celebration! (Whole Group; time will vary)

Invite parents or caregivers to attend this special "event" (see the invitation template under **Extra Helpings** on p. 69). Use the **Food Club** activity on p. 65, have students read ***A MyPlate Meal*** aloud as part of the celebration, or show off bulletin board displays. Be sure to post a full set of parent handouts (p. 102) to reinforce the many **Discover MyPlate** activities and learnings the children have enjoyed! As part of the celebration, have students act out and sing the ***Reach for the Sky*** song for families. Invite parents to join in and act out the motions in an encore performance! Share with parents their children's achievements by showing them the **STAR Charts**. To close out the celebration, present certificates to students (see **Reflection & Assessment**). Design the celebration event to suit your time schedule. If some students' parents/caregivers are unable to attend the event, assign attending parents or adult volunteers to help more than one child at a time.



MyPlate Celebration Agenda Ideas

- **Food Club** Tasting Event
- Storytime with a ***MyPlate Meal***
- ***Reach for the Sky*** performance
- **STAR Charts** showcase
- Certificate presentation

Celebration Invitation

Send an invitation home to family members for the culminating celebration activity. See template on p. 69.



Cafeteria Connection (Whole Group; 20 minutes, around lunchtime)

Eat Smart and Play Hard!

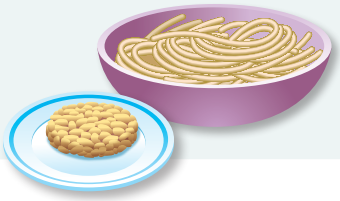
Look at the school lunch menu for the following week. Invite students to come up with physical activity-themed names for each menu option. For example: "Home Run Sliders," "Touchdown Turkey," "Skater Salad Shakers," "All-Star Burritos," and "High Jump Broccoli." Ask students to make drawings for signs to go with each dish, and display the drawings when the menu items are being served.



★Teacher Tip★

How Can You Tell If It Is a Whole Grain? When selecting the grains to use in the Food Group Friend recipe, follow these guidelines to identify whole-grain options:

- Check the information on the package. Choose breads that have "100% Whole Grain" (or "100% Whole Wheat") on the package.
- Check the ingredients list and look for the word "whole" before the first ingredient.
- Look for rice cakes made with brown rice. Brown rice is a whole grain.



Small Group Activities

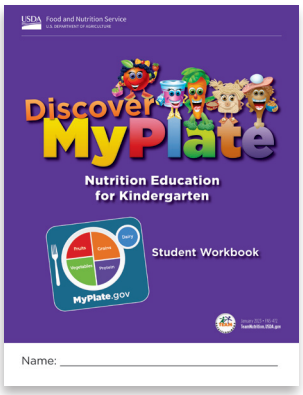
Choose any of the following activities for students to do during Center Time.

Literacy Center (Small Group; time will vary)



Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook (Small Group; time will vary)



Have students complete workbook pages individually or in small groups. At the conclusion of the lesson, send workbooks with completed **STAR Charts** home with students and their parents.

- ***Run, Jump, Play!*** [WB, p. 26] Students will categorize pictures that show the best ways to be active and play.
- ***Field Day Fun!*** [WB, p. 27] Students complete a maze to help **MyPlate Nate** and **Kate** find their way to the park for their school's field day by spelling out MY PLATE.
- ***Discover MyPlate Certificate*** [WB, p. 29] This page features a certificate for students. You may award these at the conclusion of the celebration activity (see **Reflection & Assessment** on next page). Encourage students to keep up the good work and help their families shop for and prepare meals following **MyPlate**. Remind them that being physically active together as a family is great fun and good for everyone.

Food Cards (Small Group: 3–4 students; 20 minutes)

Food Group Relay



As part of the celebration, set up a relay in the gym or on the playground. (Parents can help supervise and facilitate.) Place five buckets labeled with pictures of foods from the five food groups at different areas. Working in two teams of 3–4 students each, give each team several **Food Cards** (at least enough so that each student will get a turn twice). When the game starts, the first students from both teams pick a card from their decks at random and run to put it in the correct food group bucket. When they come back, they tag the next student in line. The game continues until a team correctly sorts all of the cards. The first team to do so wins. After the game, the whole group should review the cards in each bucket to see whether they were placed correctly and to discuss any that were not. Repeat play until every student has had a turn.

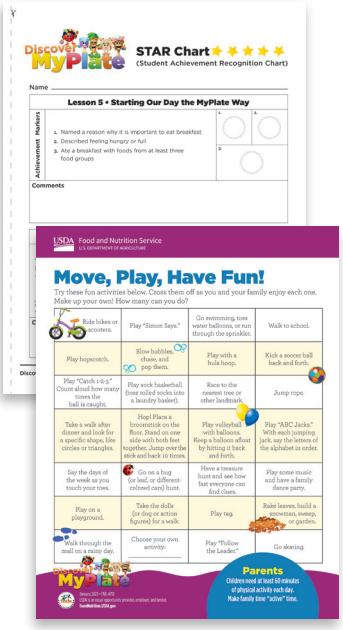
Dramatic Play (Small Group; 15 minutes)

Act Out!



Have students choose an adventure or job they would like to act out that requires them to be physically active. For example, they could go "pretend camping," in which they would hike, fish, and canoe (cardboard boat), then make a healthy snack to eat at the campground. Alternatively, they could run a pretend dance studio with classes or create a firefighter-training center where students have to carry or pass buckets of water.

Reflection & Assessment



At the end of this final lesson, talk and reflect with students about what they have learned in **Discover MyPlate**, including:

- The names of the five food groups and foods that belong to each group.
- Using the **MyPlate** icon as a reminder to eat a variety of foods from the five food groups.
- How fruits and vegetables come in many colors, help keep us healthy, and are grown from seeds to plants.
- Why eating breakfast every day is important.
- How healthy food choices and physical activity help the body grow, stay healthy, play, and learn.

Reward students with a star or sticker for their efforts and ability to meet the achievement markers of this lesson. Students may add their stars or stickers to the **STAR Chart**.

Ask students to think about three things that they learned. Have them make a drawing for each and label with new words they have learned. Alternatively, you may work with students in small groups to discuss each of these points, then have each group share with the rest of the class. Review information with individual students who need more assistance. If there is extra time, you can create a bulletin display for other classes, teachers, and parents to share what your students have learned.

Finally, to conclude the unit and the celebration, present each student with a ***Discover MyPlate Certificate*** (found at the end of the **Student Workbook**). Remember to send home the ***Move, Play, Have Fun!*** **Parent Handout**, ***Food Group Friend*** **Look and Cook Recipe**, **Emergent Readers**, and completed **Student Workbooks**.

Lesson 6 Achievement Markers

- Named three different ways to be physically active
- Named two reasons why it is important to be physically active every day
- Explained that healthy food choices help fuel our bodies to play and be active
- Prepared (and tasted!) a **MyPlate** snack

★ **Award a star or sticker for each achievement!**

Extra Helpings

Celebration Invitation

Use and modify the following template to send home to family members inviting them to the culminating celebration activity. Download an electronic version that you can customize at **TeamNutrition.USDA.gov**.

Dear Parent,

You're invited to attend a special event on _____ (date) to see how much your child has learned about healthy eating and being physically active. RSVP at _____ (email) by _____ (date).

We can use some extra hands, so let us know if you would like to volunteer.

We hope you celebrate with us! _____ (teacher's signature)





Classroom Celebrations

Celebrations and seasonal holidays are an important part of the kindergarten experience. The following ideas will help you incorporate healthier snacks and physical activity into these special events! We've included ways that these events can support the learning in the six **Discover MyPlate** lessons, but you can also use these ideas anytime.



Back-to-School Friendship Celebration (try with Lesson 1)

To help students forge new friendships, set aside time to play games and enjoy a healthful snack.

Foods:

Pair students together to make the ***Friendship Pocket*** (see **Look and Cook** recipe and teacher instructions on pp. 77–79).

Activities/Games:

- Ask students different questions that require movements for the answers, such as: *Do you have a brother?* Jump like a frog for yes; do jumping jacks for no. *Do you like to play on the slide?* Hop like a rabbit for yes; crawl like a caterpillar for no.
- Pair students to ask each other questions about foods and activities they like (such as a favorite dinner, activity/sport, snack, or recess game), and then have them draw pictures showing their new friend's answer. After everyone is done, ask pairs of students to share what they learned about their new friends with the rest of the class.

Getting Parent Support

Communicate with parents about ways they can support healthier celebrations. Invite parents to participate and give ideas for healthier snacks they can contribute. After celebrations, share how much the class enjoyed these healthier options, and also learned skills that support a healthy lifestyle.



Halloween and Fall Harvest Celebration

(try with Lessons 3 and 4)

Turn this classic school celebration into one that highlights the fall harvest of fruits and vegetables.

Snack:

For a fun but healthy treat, ask parents to provide roasted pumpkin seeds, fresh apple slices (pineapple or orange juice keeps them from browning), orange-colored fruits and vegetables (such as mandarin orange snack cups with jack-o'-lantern faces drawn on the sides or carrots with low-fat ranch dip), or whole-grain pumpkin muffins. Also see the ***Garden Bite*** (see **Look and Cook** recipe and teacher instructions on pp. 83–85).

Activities/Games:

- Conduct an apple tasting with at least three varieties of apples, such as Granny Smith, Fuji, and Yellow Delicious (a green, red, and yellow variety). Rinse apples under running water, and cut them into slices, allowing students to try each type. Have students write their names on paper apples, then color them to resemble their favorite. Create a class chart and bar graph using students' paper apples to show class favorites.
- You may also want to do a class tasting and vote of other fall fruits or vegetables such as pears, tangerines, baked butternut squash, or cooked sweet potatoes.
- As part of the seasonal celebration, have students create drawings of various Halloween-themed items like jack-o'-lanterns, bats, or pointed hats. Head out to the playground and place them around for a game of Halloween tag. Explain that, to be "safe," you must touch a Halloween drawing.
- Share printouts of the ***Where Food Comes From*** **Emergent Reader** pages as you talk about harvesting fruits and vegetables. Encourage children to color in the pages to illustrate the colorful bounty of the harvest!



★Teacher Tip★

October is National Apple Month.





Thanksgiving Celebration (try with Lessons 2 and 4)

Celebrate this national holiday with healthy favorites.

Snack:

Coordinate with the school Nutrition Services Director and parent volunteers to offer students a **MyPlate** Thanksgiving. Allow students to taste a sampling of traditional Thanksgiving foods from each food group. For example: turkey (Protein Foods); beans, squash, potatoes (white and sweet), pumpkin, corn (Vegetables; beans can also be a Protein Food); cranberry sauce, apples (Fruits); stuffing, cornbread (Grains). Fat-free or low-fat (1%) milk (Dairy) is a refreshing beverage to enjoy with your Thanksgiving meal. You can also invite students to sample a "pumpkin pie smoothie" made with low-fat vanilla yogurt, frozen pumpkin purée, and a little ground cinnamon.

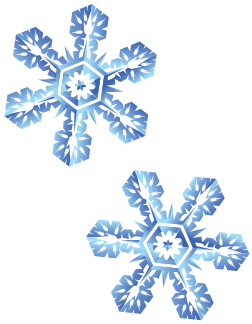
Activities/Games:

- If your school is collecting food for local soup kitchens or food banks, make it a "**MyPlate** Food Drive" and encourage non-perishable donations from all food groups. Also, have your class create decorative "placemats" to donate along with the food to help make Thanksgiving dinner more festive for visitors.
- Add another traditional element to your school Thanksgiving celebration—American "touch" football! Coordinate with the physical education teacher and try to find time when your class can visit the gym or playground to learn how to throw, catch, and run the ball. Allow students to suggest their favorite physical activities in order to make reasonable modifications necessary to accommodate all of your students.









Welcome Winter! Celebration (try with Lesson 5)

There are a lot of reasons to celebrate this time of year, aside from the holidays. The winter solstice offers a great opportunity to celebrate the season and the start of a new year!

Snack:

Have a pajama day and enjoy a "cozy" warm breakfast at school. If your school participates in the School Breakfast Program, coordinate with your school Nutrition Services Director to plan this event. If not, ask parent volunteers to provide hot oatmeal in an insulated container or slow cooker. Serve it with fruit and low-fat milk.

Activities/Games:

- To extend the celebration and have some indoor fun, set up an obstacle course in the gym with a winter theme. Stations could include:
  - "The Snowman"—with students jumping in and around three Hula-Hoops on the floor
  - "The Snowball Toss"—where students throw beanbags into buckets
  - "The Sleigh Pull"—with students using jump ropes to move basketballs from one area to another

Work with other teachers and the physical education instructor to develop the course. Alter the obstacles to fit local traditions or climate, such as a "beach volleyball" station for warmer cities, or a mock rodeo obstacle for schools in the West (for example, kids can lasso a bag of potatoes and ride bikes instead of horses around cones). Then, make it an annual celebration the whole school can enjoy.

- In honor of the shortest day of the year, have students draw pictures showing how they might take advantage of the day of the year with the fewest daylight hours.

★Teacher Tip★

January is National Oatmeal Month.



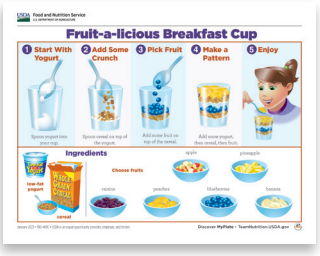


Valentine's Day Celebration (try with Lesson 3)

Make the theme of this celebration "I'm Sweet on You," and focus on trying sweet but healthy fruits.

Snack:

Make the ***Fruit-a-licious Breakfast Cups*** (see pp. 86–88 for **Look and Cook Recipe**) using red strawberries as the fruit. Other red fruits and vegetables are also great offerings for Valentine's Day. (See sidebar on p. 36 for examples.)



Activities/Games:

- Similar to the apple tasting for Halloween, conduct a berry tasting where students try strawberries, blueberries, and raspberries separately. Have students write their names on heart-shaped cutouts. Then, make a graph on chart paper where students can tape or glue their hearts under pictures of their favorite berry.
- Valentine's Day is all about the heart, and there is no better way to help your heart get stronger than to get moving. Celebrate Valentine's Day with heart-thumping relay races, jump rope, or jogging.
- Make Valentine's Day crafts. Have children create a 'heart' strawberry or apple Valentine's day card for a friend or family member. Teachers/students cut out medium and mini pink and red hearts to design their strawberry or apple. Add a sweet note such as: "You are berry sweet" or "You are the apple of my eye."
- Have students create a class book of foods they love. Teachers can add pictures to the book or chart. Examples: *I heart sweet strawberries. I heart marvelous mangos. I heart wonderful watermelons. I heart crunchy carrots.*

100th-Day-of-School Celebration (try with Lesson 6)



Use these ideas to celebrate this exciting time for kindergarteners.

Snack:

Have each student create a 100-item snack mix using 10 of each type of ingredient, such as whole-grain cereals in different shapes (e.g., O's, squares), light popcorn, dried fruits (e.g., raisins, chopped dried apricots, or dried apple pieces), and small whole-grain crackers. See if students can guess the number of items on their plate before actually counting them. Then, have them count to see how close they were.

Activities/Games:



- Create artwork to celebrate the 100th Day of School by having each student make two handprints on a piece of paper. Use the handprints to reinforce counting by 5s and 10s. Hang the handprint papers in groups of 10 with sayings such as "10 Friends, 100 Fingers."
- Create a "100" art piece by counting and using 100 dried beans, macaroni, or pictures of physical activity. Or, find 20 pictures of each food group and make a 100-foods **MyPlate** collage!
- Take counting to a new level! Work with your physical education teacher and have students go to the gym or outside and rotate through 10 stations where they do: 10 jumping jacks, 10 Hula-Hoops, 10 high jumps, catch a ball 10 times, etc. At the end of the circuit, give each child a sticker or a badge that says, "I did 100 physical activities today!"
- As a quick classroom activity break, challenge students to see how many times they can touch their toes in 100 seconds.



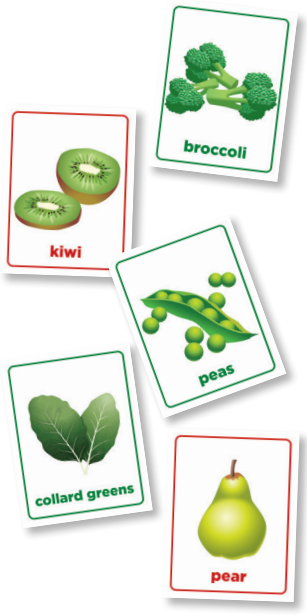
St. Patrick's Day Celebration and Dr. Seuss' Birthday

(try with Lesson 3)

A green holiday deserves a green celebration! Since March is also Dr. Seuss' birthday, read ***Green Eggs and Ham*** to set the mood and begin a discussion about being open to trying new things.

Snacks:

Promote a "be seen eating green" healthy challenge and tasting celebration. Provide green fruits such as green grapes, apples, kiwi, honeydew melon, and pears; and vegetables like fresh spinach, broccoli, green beans, green bell peppers, cucumbers, and peas. Encourage students to try something new and then vote on their favorites. You can even serve green eggs—scrambled eggs made with frozen chopped spinach.



Activities/Games:

To celebrate Dr. Seuss' birthday:

- For a science tie-in, read ***Bartholomew and the Oobleck*** by Dr. Seuss and make the gooey green "oobleck" in class.
- To further honor Dr. Seuss, play outside or in the gym, but play "backwards" games (e.g., run the bases backward in kickball, start at the top of the hopscotch board, roll the soccer balls into the nets). Students can also try balancing red beanbags, a lá ***Ten Apples Up On Top*** by Dr. Seuss, on their heads as part of a class relay.
- Read ***The Foot Book*** by Dr. Seuss and have students act out each movement as it is being read to them. Coordinate with the physical education teacher to come up with additional fun activity ideas.



Celebrate St. Patrick's Day in new ways:

- Build off the holiday's rainbow theme by making the ***Crunchy Rainbow Wrap*** (see the **Look and Cook** recipe on pp. 80–82).
- Teach students to do an Irish jig.
- Go on a "gold hunt" on the playground, where students look for plastic gold coins.

Swing Into Spring Celebration (try with Lessons 2 and 6)

Just before or after spring break, hold a celebration for the start of the growing season.

Snack:

Serve healthy refreshments from each food group. Include beverages such as water steeped with cucumbers, lemon, and mint as a refreshing twist. Or, try water with slices of apples, strawberries, or oranges for a hint of sweetness. Make "ants on a log"—thinly spread sunflower seed butter on narrow celery sticks and top with raisins in a row. Create butterfly snacks using a banana, cheese stick, or whole-grain pretzel rod as the center, and create wings using sliced cheese, bread, and/or fruit. Make flower-shaped snacks using sliced vegetables or fruits.

Activities/Games:

- Invite other kindergarten classes to join you in the gym for a special dance celebration! Bring in different types of music (salsa, hip-hop, country, rock, etc.), then have students vote on their favorite music/dance. Let students move and groove to the music as they choose. You may want to invite parents to join, or even hold the celebration at night so families can take part together.
- Take a nature walk and look for plants and budding trees or flowers as temperatures get warmer.
- Hunt for colorful envelopes or plastic eggs filled with small physical activity cards (for example, bunny hop, horse gallop, duck walk, or a caterpillar crawl). Have children perform each activity.
- Did you know that baskets used for carrying harvested peaches were once used as the "basket" in basketball? Commemorate such inventiveness by setting up a beanbag toss. Position baskets at various lengths away from starting lines (use jump ropes to mark where students should stand) and leave beanbags at each station. Have students start at one location and try to throw the beanbags into the baskets before running to the next station.



Earth Day Celebration (try with Lesson 4)

To underscore how fruits and vegetables are grown, and to show our respect and gratitude to the planet for these healthy and delicious foods, try the following snack and activity ideas.

Snack:

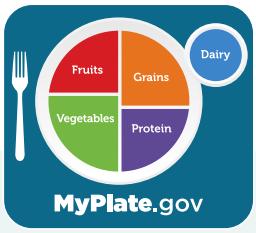
Sample foods grown in your area. Or serve earth colors of blue and green fruits and vegetables: blueberries, green grapes, green bell peppers, and peas.

Activities/Games:

- Invite local farmers to visit the school for a day (or visit a farmers market). Students can learn about the fruits, vegetables, and herbs grown by farmers and taste the offerings. Invite parents as well.
- Decorate small pots and plant basil seeds to take home and grow in a sunny window.
- Use your celebration to work on, or begin planning, a school gardening project. There are many ways to grow a garden at school: indoors or outdoors, in small containers, seedlings in a cup, or raised beds. If space is limited, look into hydroponic gardening (growing plants in water instead of soil). Contact the local Cooperative Extension for ideas on how to get started. Visit **nifa.usda.gov/about-nifa/how-we-work/extension** to locate a contact in your area.



★Teacher Tip★
Earth Day is on April 22nd.



★Teacher Tip★
June 2nd is **MyPlate**'s birthday.

End-of-School-Year Celebration (try with Lesson 6)

Celebrate this joyous occasion by reinforcing what students have accomplished throughout their kindergarten year and what they have learned about **MyPlate**.

Snack:

Host an outdoor picnic and invite children and their families. Talk to your school Nutrition Services Director about providing bagged lunches. Or encourage families to bring healthy foods to share, including fruits and vegetables that are in season.

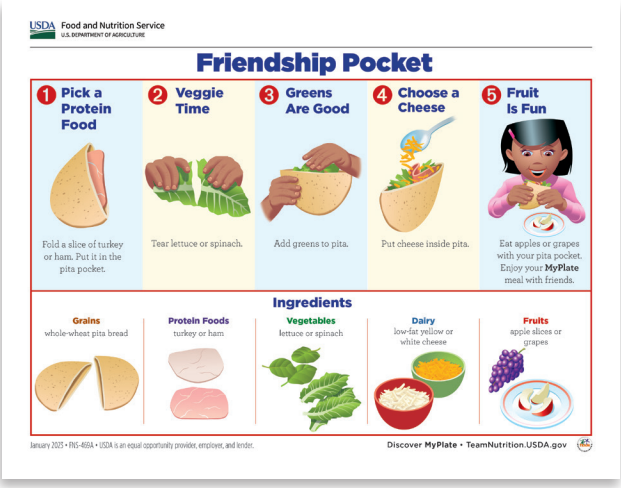
Activities/Games:

- Hold a "roll into first grade" event on the school playground where students play kickball, bowling, or Hula-Hoop games to celebrate moving on to the next grade.
- Have students create a "Best Parts of K" scrapbook and include hand-drawn pictures from their friends, as well as pictures of their favorite memories from the year. Ask them to include moments when they tried a new food, spent time in the cafeteria or with the school nutrition services staff, and were active and playing games. Share information with families about any summer food programs in your area by checking out **fns.usda.gov/meals4kids**.

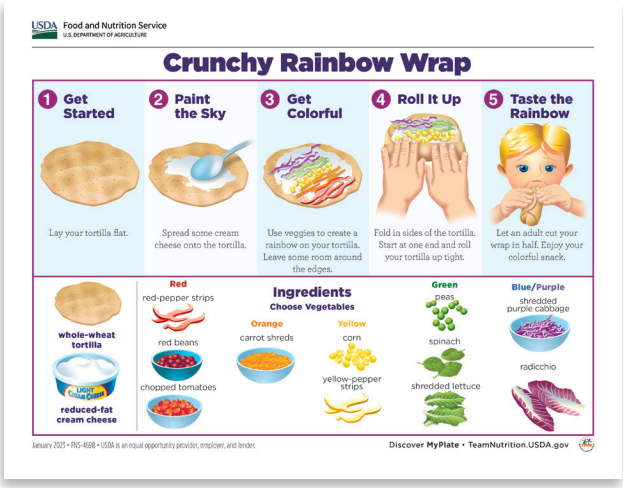


★Teacher Tip★
Use with graduation or "moving up" celebrations for your students.

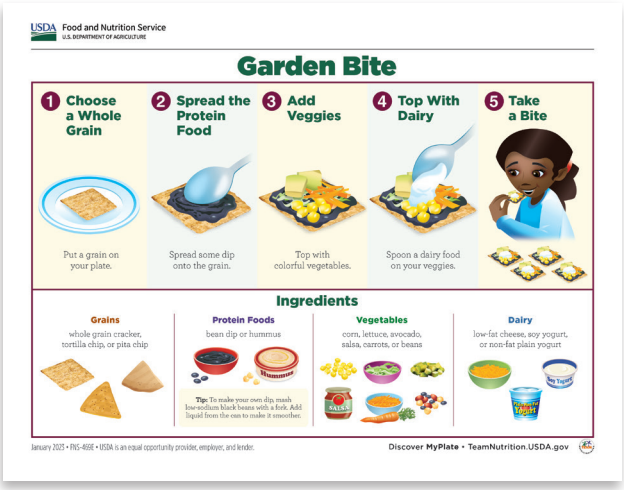
Look and Cook Recipes



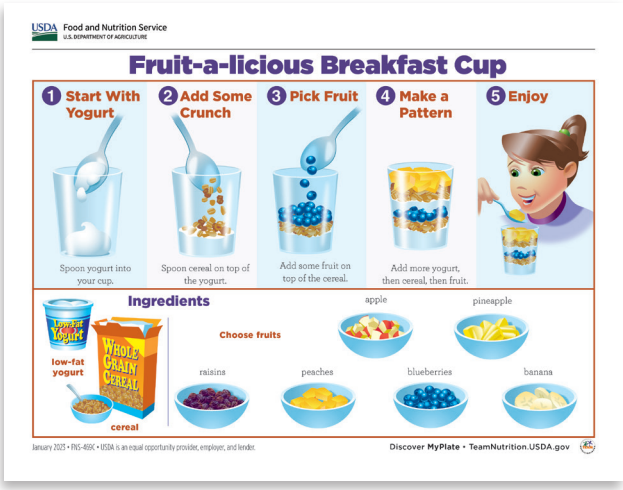
Friendship Pocket



Crunchy Rainbow Wrap



Garden Bite



Fruit-a-licious Breakfast Cup

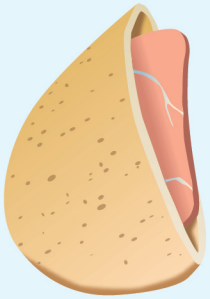


Food Group Friend

USDA Food and Nutrition Service
U.S. DEPARTMENT OF AGRICULTURE

Friendship Pocket

1 Pick a Protein Food



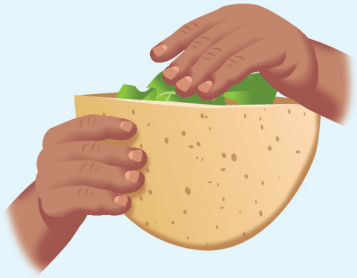
Fold a slice of turkey or ham. Put it in the pita pocket.

2 Veggie Time



Tear lettuce or spinach.

3 Greens Are Good



Add greens to pita.

4 Choose a Cheese



Put cheese inside pita.

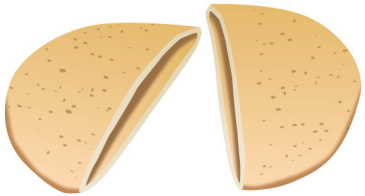
5 Fruit Is Fun



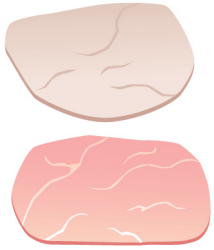
Eat apples or grapes with your pita pocket. Enjoy your **MyPlate** meal with friends.

Ingredients

Grains
whole-wheat pita bread



Protein Foods
turkey or ham



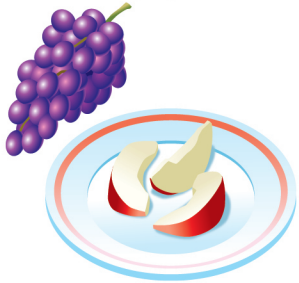
Vegetables
lettuce or spinach



Dairy
low-fat yellow or white cheese



Fruits
apple slices or grapes



Friendship Pocket

Use with Lesson 1

Look and Cook Recipe

Offering children a choice between ingredients inspires them to try the snack by "making it their own." Recipe amounts allow enough for each student to choose every ingredient, so there will be some food left over. If your resources are limited, you can provide one food item under each food group, though this eliminates the option of choice in the activity. Monitor food stations to ensure students practice safe food handling and that each student takes only one serving of each filling.

Remember, make the experience fun and positive! Some kids may not want to taste everything, and that's okay. Sometimes, new foods take time.

Serves: 20 children. Adjust recipe to size of your class.

Ingredients

Grains (1 serving = ½ pita)

- 10 pita pockets, whole wheat, cut in half

Protein Foods (1 serving = 1 ounce/slice)

- 20 sandwich-size slices of turkey breast
- 20 sandwich-size slices of reduced-sodium ham

Note: If you have students who are vegetarian, you may substitute hummus or black beans. Two tablespoons of hummus and ¼ cup of black beans are equivalent to one ounce of protein.

Vegetables (1 serving = 2 Tbsp)

- 20 large leaves of Romaine lettuce
- 5 cups of spinach leaves, stems removed

Dairy (1 serving = 2 Tbsp)

- 2 ½ cups reduced-fat mozzarella cheese, shredded
- 2 ½ cups reduced-fat cheddar cheese, shredded

Fruits (1 serving = ½ cup)

- 10 cups apples, cored and sliced
- 10 cups grapes

Supplies

- 20 plates (1 per student)
- 20 napkins (1 per student)
- Tablespoons, forks, and disposable gloves or tongs (to serve each food item)
- Bowls or plates (for each food item)
- Butcher paper or disposable tablecloth (optional)
- Sponges; hot, soapy water (for cleanup)
- Access to handwashing sink

The following items may be needed for advance preparation of ingredients:

- Disposable gloves (for teacher and adult volunteers)
- 1 set of dry measuring cups
- 1 colander
- 1 knife (for teacher use only)
- 1 cutting board
- Plastic wrap or lids for bowls
- Access to food preparation sink (if not using prewashed, ready-to-eat products)

Friendship Pocket

Teacher Instructions

Advance Preparation:

1. Wash your hands, and clean surfaces to be used for food preparation or eating with hot, soapy water. Cover food preparation area with clean butcher paper or disposable tablecloth for easy cleanup.

2. Prepare the ingredients. Cut pitas in half. If you are not using prewashed, ready-to-eat fruits and vegetables, rinse and prepare produce using safe food-handling practices as described on p. 5. Place all ingredients on plates or in bowls, cover, and refrigerate until ready to use.

3. Set up recipe assembly station(s). Place bowls and serving utensils on the table in the order in which they are used in the recipe. Create color-coded labels for bowls according to their food group color: red for fruits, green for vegetables, blue for dairy, orange for grains, purple for protein foods. Display the **Look and Cook Recipe** where students can clearly see it and follow along as they make their ***Friendship Pockets***.



During Activity:

4. After students wash their hands, have them take turns and work in small groups to assemble their ***Friendship Pocket***. Give each student a plate with half a pita pocket.

5. Have students choose a protein food. Show them how to fold a slice of turkey or ham into their pita pocket. (Vegetarian option: Give the student ¼ cup of black beans or 2 Tbsp of hummus to spoon inside the pita.)

6. Next, ask students to choose a vegetable. Show them how to tear the lettuce or spinach with their hands and add some to their pita.

7. Ask students to pick 2 Tbsp of a cheese to add to the inside of their pita.

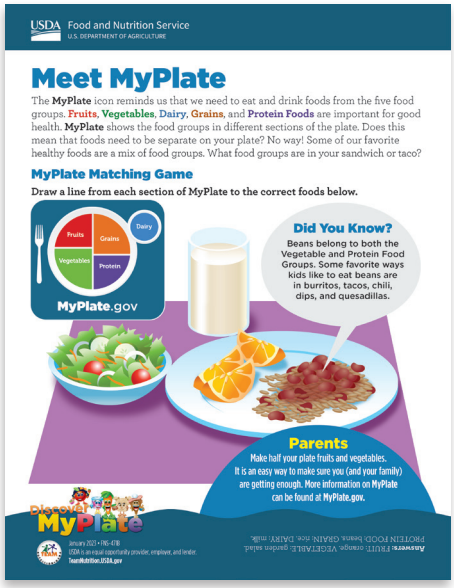
8. Let students choose which fruit to add to their plate. Have them use a utensil, not their hands, when moving the fruit to their plate. See p. 24 of Lesson 1 for discussion points.

9. Once all the ***Friendship Pockets*** have been enjoyed, it's time to clean up! Continue the theme of friendship and working together by having students work in pairs to wipe tables, and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

Appendix B: Parent Handouts



Welcome to School Lunch!



Meet MyPlate



Be Your Best With Breakfast



Move, Play, Have Fun!



Snack Time!



Discover MyPlate with Nate and Kate

Appendix C: Five Food Groups

The following is an at-a-glance chart of foods that belong to each food group. It is not a complete list. For more information on each food group, visit: **TeamNutrition.USDA.gov**.

Food Group	Foods in the Food Group	
Fruits Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried; and may be whole, cut-up, or puréed.	Apples Apricots Bananas Cherries Grapefruit Grapes Kiwi Fruit Mangoes Oranges Papaya Peaches Pears Persimmons Pineapple Plums Raisins	**Berries** Blackberries Blueberries Raspberries Strawberries **Melons** Cantaloupe Honeydew Watermelon
Vegetables Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. There are five Vegetable Subgroups: Beans and Peas, Dark Green, Red and Orange, Starchy, and Other Vegetables.	**Beans and Peas** Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soybeans Split peas White beans **Dark-Green Vegetables** Bok choy Broccoli Collard greens Dark-green leaf lettuce Kale Romaine lettuce Spinach **Red and Orange Vegetables** Butternut squash Carrots Red/orange bell peppers Pumpkin Sweet potatoes Tomatoes	**Starchy Vegetables** Corn Green peas Plantains Potatoes Taro **Other Vegetables** Asparagus Avocado Beets Cauliflower Celery Cucumber Eggplant Green beans Iceberg lettuce Mushrooms Radicchio Sugar snap peas Yellow bell pepper Zucchini

Appendix C: Five Food Groups (continued)

Food Group	Foods in the Food Group

Grains

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products. Grains are divided into two subgroups:

- Whole Grains contain the entire grain kernel—the bran, germ, and endosperm.
- Refined Grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins.

Whole Grains
Amaranth
Bread products made primarily from 100% whole grains (such as whole-wheat breads, buns, rolls, and pitas)
Brown rice
Buckwheat
Bulgur
Millet
Muesli
Oatmeal
Popcorn
Quinoa
Rolled oats
Whole-grain barley
Whole rye
Whole-wheat crackers
Whole-wheat pasta
Whole-wheat tortilla
Wild rice

Refined Grains*
Bread products made with refined "white" flour (such as white rolls, buns, pitas, etc.)
Cornbread
Corn tortillas
Couscous
Flour tortillas
Grits
Noodles
Pastas (spaghetti, macaroni)
Pretzels
Some ready-to-eat breakfast cereals
White rice

* Most of these products are made from refined grains. Some are made from whole grains. Check the ingredients list for the words "whole grain" or "whole wheat" to decide if they are made from a whole grain. Some foods are made from a mixture of whole and refined grains.

Dairy

All fluid milk products and many foods made from milk are considered part of this food group. Most Dairy Group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content are part of the group.

Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not considered to be in the Dairy Group. Fortified soy milk (soy beverage) and soy yogurt are also part of the Dairy Group.

Fluid milks (flavored or unflavored)

Lactose-reduced milks

Lactose-free milks

Fortified soy beverages (soy milk)

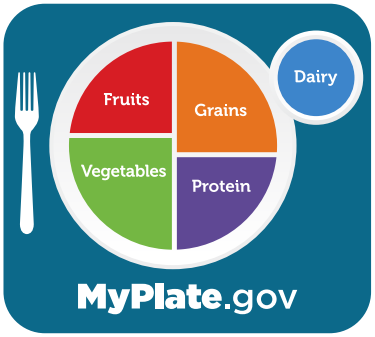
Cheese
Cheddar
Mozzarella
American
Cottage cheese

Yogurts (including soy yogurt)

Milk-Based Desserts
Puddings
Ice cream
Frozen yogurt
Ice milks

Appendix C: Five Food Groups (continued)

Food Group	Foods in the Food Group
Protein Foods All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds are considered part of the Protein Foods Group. Beans and peas are also part of the Vegetable Group.	**Beans and Peas** Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soybeans Split peas White beans **Seafood** Anchovies Catfish Clams Cod Crab Crawfish Flounder Lobster Oysters Salmon Sardines Shrimp Squid (Calamari) Tilapia Tuna **Nuts and Seeds (and Butters)** Almonds Peanuts Pumpkin seeds Sunflower seeds Walnuts **Processed Soy Products** Tofu Tempeh Texturized Vegetable Protein (TVP) "Veggie Burgers" **Poultry** Chicken Duck Turkey Eggs **Meats (Lean Cuts and Ground Meats)** Beef Ham Lamb Pork Veal



Appendix D: Reach for the Sky

Song Lyrics



Here's a little song about the five food groups
Fruits, veggies, protein foods, grains, and dairy!!!

The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So eat five food groups and sing with me!



Give a hoot (hoot hoot hoot) if you like fruit
Stomp your feet (stomp, stomp, stomp) and eat veggies
Sing my tune (ooh ooh ooh) for protein foods
Fly like a plane (vroooooom!) with some grains
Now add dairy, you've **got all five**
So come on everybody, **reach for the sky**!







The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So eat five food groups and sing with me!

An apple is a fruit!
Broccoli is a vegetable!
Chicken is a protein food!
Bread is a grain!
And yogurt is dairy! (That makes five)





Give a hoot (hoot hoot hoot) if you like fruit
Stomp your feet (stomp, stomp, stomp) and eat veggies
Sing my tune (ooh ooh ooh) for protein foods
Fly like a plane (vroooooom!) with some grains
Now add dairy, you've **got all five**
So come on everybody, **reach for the sky**!





The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So thank you everybody for singing with me!

Appendix E: Taste Testing Activities

Lessons 1, 3, 4, 5, and 6 include taste testing activities. If you choose to conduct a taste test, here are some things you may consider doing before, during, and after the activity.

Before the Taste Test:

Review these polite food taster tips with your students:

- Polite food tasters wait until everyone else has received their food before they start eating.
- Polite food tasters do not make faces or express their dislike loudly. They know that they may not like a food this time, but may like it next time. Sometimes, foods taste different when prepared different ways.
- Polite food tasters can share how they feel about a food by voting at the end of the taste test.

During the Taste Test:

- Taste the food with your students! Remember to also be a polite food taster (see above).

After the Taste Test:

Give each student a chance to vote by selecting if they "Did not try" the food, "tried it," "liked it," or "loved it." Here are some ideas for ways students can vote:

Vote By Bean

1. Using 4 paper cups, write "Did Not Try," "Tried It," "Liked It," and "Loved It."
2. Give each student one object to vote with, such as a dried bean.
3. Ask each student to think about the food they tried. Then, have them put the object in one of the cups.
4. As a group, count how many objects are in each cup. Discuss which one has the most votes.

Vote By Smiley Face or Sticker

1. Prepare chart paper with a column for each category - "Did Not Try," "Tried It," "Liked It," and "Loved It."
2. Have students help you create a graph to show the results by having them draw a smiley face or place a sticker under the category they are voting for.
3. As a group, count how many objects are in each column. Discuss which one has the most votes.

Food Safety

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

Remember to:

- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

Appendix F: Answer Key

Use With Student Workbook

Lesson 1

Activity 1: Fruit and Vegetable Sorting [WB, p. 5]

Fruits: banana, strawberry, apple, grapes

Vegetables: bell pepper, broccoli, leaf lettuce, carrot

Activity 2: Grains and Dairy Sorting [WB, p. 7]

Grains: macaroni pasta, popcorn, whole-wheat bread, rice, whole-grain breakfast cereal

Dairy: fat-free milk, cheese, low-fat yogurt, string cheese

Activity 3: Protein Foods Sorting [WB, p. 9]

Protein Foods: egg, chicken leg, tuna fish, ham, kidney beans, peanuts

Activity 4: Wash Your Hands! [WB, p. 11]

1. Wet hands and get soap.
2. Lather with soap under running water for 20 seconds and rinse well.
3. Dry hands.
4. Eat.

(**S words:** strawberries, salad, sandwich, shirt, soap, soapsuds, stool, sink, shoes, shoelaces, shorts)

Activity 5: Foods I Like [WB, p. 12]

I like to eat low-fat yogurt.

I like to eat tomatoes in a salad.

I like to eat bananas at school.

I like to eat _____.





Lesson 2

Activity 1: MyPlate Placemat [WB, p. 13]

Results will vary. Children will draw a picture on their placemats of one food from each food group within the corresponding place on the **MyPlate** icon.

Activity 2: Kate's Lunch Plate [WB, p. 15]

Kate's lunch should have one food from each of the food groups:

Fruits: apple, pineapple

Vegetables: broccoli, salad

Grains: rice, noodles

Protein Foods: chicken, meatballs

Dairy: milk

Activity 3: What Do We Need? [WB, p. 16]

Food group missing in each row:

Row 1 – Grains

Row 2 – Dairy

Row 3 – Vegetable

Row 4 – Protein Food

Row 5 – Fruit





Appendix F: Answer Key

Use With Student Workbook

Lesson 3

Activity 1: Bananas for Fruit! [WB, p. 17]

Row 1 – P for pineapple; B for banana

Row 2 – A for apple; S for strawberries

Row 3 – G for grapes; O for orange

Row 4 – W for watermelon; K for kiwi

Activity 2: Vote for Veggies [WB, p. 18]

Row 1 – C for carrot; C for corn; M for mushrooms

Row 2 – P for pepper; L for lettuce; P for peas

Row 3 – T for tomatoes; B for beans; B for broccoli

Activity 3: Snack Count [WB, p. 19]

Row 1 – 4 tomatoes; 6 blackberries

Row 2 – 5 carrots; 3 broccoli

Row 3 – 8 orange slices; 4 asparagus stems

Row 4 – 11 beans; 7 snap peas



Lesson 4

Activity 1: Time to Grow! [WB, p. 20]

Pictures are in the correct sequence. Number them 1 through 9 from top to bottom, left to right.

Activity 2: 1, 2, 3, 4 – Grow, Fruit and Veggies, Grow! [WB, p. 21]

15 carrots growing underground

5 sweet potatoes growing underground

6 apples growing on a tree

8 asparagus growing out of the ground

10 spinach plants growing out of the ground

12 broccoli plants growing out of the ground

Activity 3: Time for Strawberries [WB, p. 22]

1. girl planting strawberry seed in ground with her mother, letter **l**
2. strawberry plant growing out of ground with flowers, letter **i**
3. strawberry plant growing out of ground with strawberries, letter **k**
4. mother and girl eating strawberries at the table after harvest, letter **e**

I like strawberries.



Appendix F: Answer Key

Use With Student Workbook

Lesson 5

Activity 1: What a Day! [WB, p. 23]

1. waking up in bed
2. washing hands with soap at the sink
3. eating a healthy breakfast with whole-wheat toast, egg, orange slices, and milk
4. sitting in class at desk

Activity 2: Where Is the Fruit? [WB, p. 24]

The missing fruit is **MELON**

M is for monkey

E is for eggs

L is for lion

O is for owl

N is for nest

Activity 3: Breakfast Time! [WB; p. 25]

Results will vary.

Lesson 6

Activity 1: Run, Jump, Play! [WB, p. 26]

Pictures showing physical activity:

- throwing a ball
- playing soccer
- dancing ballet
- riding a bicycle
- karate
- jumping rope
- baseball
- playing on the jungle gym
- doing cartwheels

Pictures not showing physical activity:

- drawing
- playing computer games
- watching TV

Activity 2: Field Day Fun! [WB; p. 27]

Follow letters that spell **MYPLATE**.



Notes