

Potential Integration:  
Math

<b>Health</b>
2.NPA.1.1 Recognize the interrelationship of parts of MyPlate

### Materials Needed:

- Appendix A - Diagram of MyPlate
- 8 ½ x 11” Paper
- Crayons / Colored Pencils / Markers / pencil
- Appendix B– Data collection form
- Appendix C – Graphing Form
- Appendix D – Independent Practice Questions

### Focus Step:

Give students a piece of 8 ½ x 11” paper and ask them to fold the paper in half once and then in half again to partition the paper into 4 equal parts or four fourths. Then, ask students to close their eyes and imagine the last meal they ate (e.g. breakfast, lunch, dinner, etc.). Once they have the picture in their minds ask students to draw each part of their meal in one of the fourths on their paper. If they had more than 4 items, ask students to use the back of their paper (e.g. Breakfast cereal, milk, and a banana – 3/4 of the paper; whole wheat bread with turkey and cheese, chips and 1% milk (5/4); chicken leg, mashed sweet potatoes, green beans and milk – 4/4 etc...).

### Statement of Objectives:

In today’s lesson, we will learn about the different parts of MyPlate. We will practice labeling foods based off the parts of MyPlate.

### Teacher Input:

Introduce the MyPlate diagram (Appendix A). Ask students to share what they notice about the diagram and what they already know about it. MyPlate is a tool that can be used to show us what food groups should be on our plate for each meal. MyPlate is also very colorful to remind us we should eat a rainbow of colorful foods every day from each group. Ask students to share what they notice about the size of each of the sections. Are they equal parts? No. How much of our plate should be made up of Fruits and vegetables? ½. Show diagram from Appendix B.

Define the different parts of MyPlate.

- **Grains:** Grains give us energy from the nutrient carbohydrates (bread, cereal, crackers, rolls, biscuits etc.). Ask students to stand up if they drew a grain on their picture.
- **Protein:** Proteins help us to develop strong muscles from the nutrient protein (eggs, fish, chicken, beans/legumes, tofu etc.). Ask students to stand up if they drew a protein on their picture.
- **Fruits:** Fruits give us fiber and nutrients our bodies need to be healthy (e.g. strawberries, bananas, peaches, berries etc.). Ask students to stand up if they drew a fruit on their picture.
- **Vegetables:** Vegetables give our bodies vitamins and nutrients that are needed to be healthy. Vegetables are categorized further based on their nutrients: (dark green, starchy, red and orange, beans and peas and other vegetables). Ask students to stand up if they drew a vegetable on their picture.

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- **Dairy:** Foods and drinks from the dairy group give our bodies the mineral calcium, which is important for strong bones (e.g. milk, yogurt, cheese etc.). Ask students to stand up if they drew a dairy food on their picture.

### **Assessment:**

Following the MyPlate discussion, ask students to return to their drawings and label whether the food in each box is a grain, fruit, vegetable, protein or dairy. If students do not have at least 4-5 boxes filled in, did they have a complete and balanced meal? As a class, ask students to share each food group they ate from at their last meal (e.g. cereal, milk, banana = grain, dairy, fruit). As a class collect the data and tally how many students ate a fruit, vegetable, dairy, grain or protein at their last meal using Appendix C. Using the class data, ask students to complete a bar graph or picture graph to represent the number of students who ate each food group (Appendix D). Using the class data, students will graph 4+ food groups using a bar graph or picture graph and Appendix D. Students will also answer questions 1-8 in Appendix E about their bar/picture graph.

### **Closure:**

Sing [Alive with Five](#) – Lyrics are available on [Page 6](#) of the Level 1 Serving Up MyPlate Yummy Curriculum

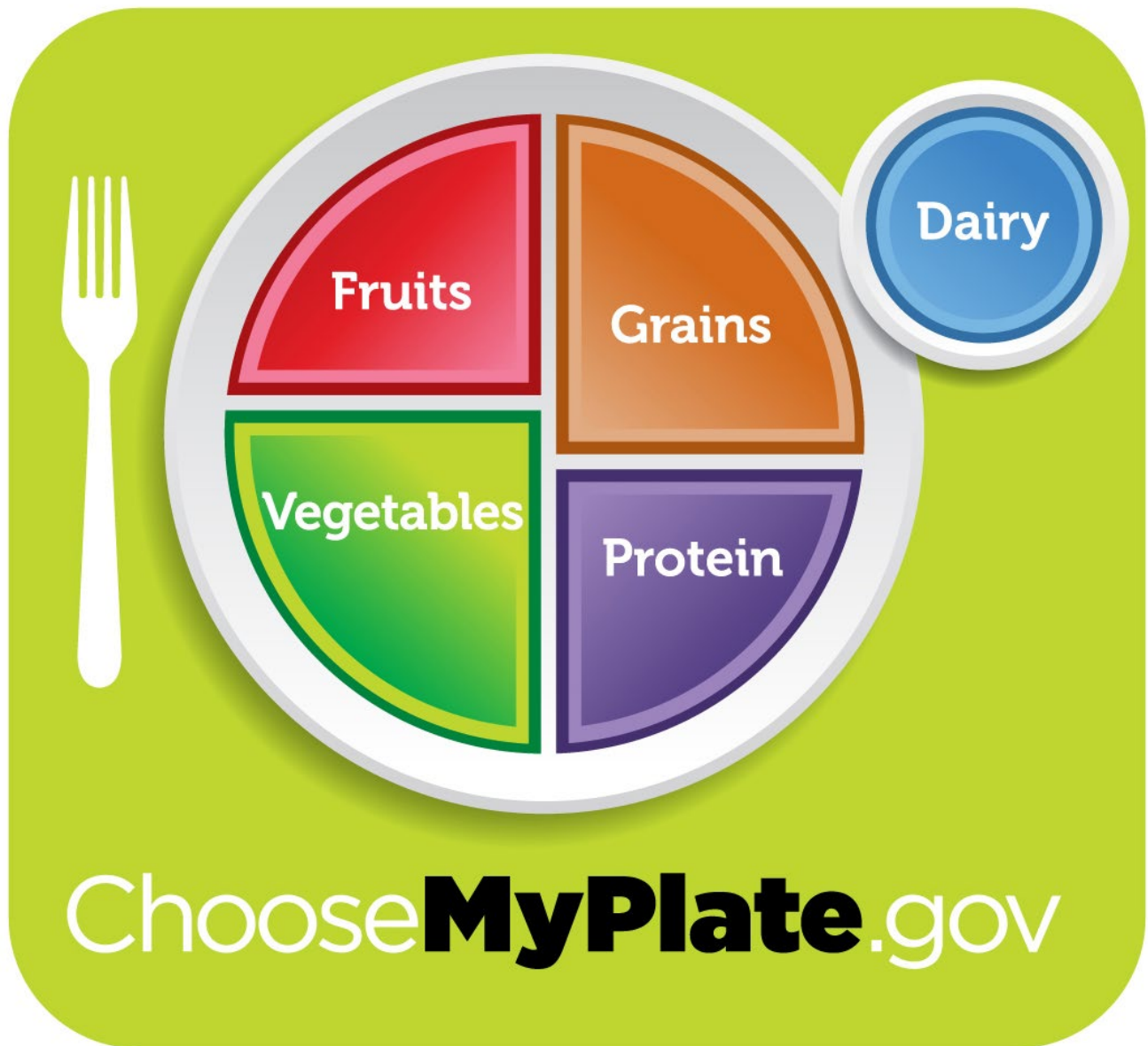
Ask students to notice their next meal and ask themselves:

1. Is  $\frac{1}{2}$  of my plate made up of fruits and vegetables?
2. Do I have a rainbow of colors?
3. Do I have foods from every food group? If not, what is missing and can be added?

Additional Resource for students, teachers and parents (*optional*):

MyPlate Kids: <http://www.choosemyplate.gov/kids/>

## Appendix A



## Appendix B

### What food groups did you enjoy at your last meal?

Fruit	Vegetable	Grain	Protein	Dairy
<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>

## Appendix C

What food groups did you enjoy at your last meal?

20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	<b>Fruit</b>	<b>Vegetable</b>	<b>Grain</b>	<b>Protein</b>	<b>Dairy</b>

## Appendix D

1. How many students ate from the fruit group at their last meal? \_\_\_\_\_
  - a. This is an odd / even number \_\_\_\_\_
2. How many students ate from the vegetable group at their last meal? \_\_\_\_\_
  - a. This is an odd / even number \_\_\_\_\_
3. How many students ate from the grains group at their last meal? \_\_\_\_\_
  - a. This is an odd / even number \_\_\_\_\_
4. How many students ate from the protein group at the last meal? \_\_\_\_\_
  - a. This is an odd / even number \_\_\_\_\_
5. How many students ate from the dairy group at their last meal? \_\_\_\_\_
  - a. This is an odd / even number \_\_\_\_\_
6. What group did students eat from the most? \_\_\_\_\_
7. What group did students eat from the least? \_\_\_\_\_
8. At your last meal, did you have a food from every group on your plate?  
\_\_\_\_\_
  - a. If no, what food group was missing? \_\_\_\_\_