

# GROW YOUR PALS PROGRAM GUIDE



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## LESSON 1.17

*Meal Match-ups*

**Unit:**  
**FIELD TO FORK**

### PRECEPTS

- G. Physical Growth
  - G1. Practice healthy eating habits



**Lesson Type:**  
*Large Group*

### NATIONAL STANDARDS

- CS.02.01.01.c. Practice healthy eating habits.
- FPP.03.01.03.a. Explain the food guide pyramid in relation to essential nutrients for the human diet.
- NL-ENG.K-12.5 – Communication Strategies
- NL-ENG.K-12.12 – Applying Language Skills
- NS.K-4.6 Science in Personal and Social Perspectives

### STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Interpret and discuss the *Food guide pyramid*.
- Plan a balanced meal menu.





## TIME

Instruction time for this lesson: **45 minutes**.



## RESOURCES

<http://www.mypyramid.gov/kids/index.html>

A United States Department of Agriculture website with activities and resources teaching the food pyramid specifically for kids

[http://teamnutrition.usda.gov/resources/mpk\\_coloring.pdf](http://teamnutrition.usda.gov/resources/mpk_coloring.pdf)

A coloring worksheet



## TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS1.17.LG.AS.A - one per student
- ✓ PALS1.17.LG.TM.A-D - cut up and posted on writing surface
- ✓ PALS1.17.LG.ASSESS.A - one per student
- ✓ Coloring supplies - crayons, colored pencils or markers

## KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

***Food Pyramid***



## CONTENT OUTLINE

- I. ***Food pyramid***
  - A. Grains
  - B. Vegetables
  - C. Fruit
  - D. Milk
  - E. Meat and Beans
  - F. Oils
- II. Tips for choosing wisely
  - A. Grains: Make half your grains whole
  - B. Vegetables: Vary your veggies
  - C. Fruit: Focus on fruits
  - D. Milk: Get your calcium-rich foods
  - E. Meat and Beans: Go lean with protein
- III. Eat a well-balanced meal

## INTEREST APPROACH

*Students will begin the lesson by drawing their favorite meal on PALS1.17.LG.AS.A.*



One of my favorite days growing up was my birthday. Raise your hand if you love birthdays! Yes, it was fun because of the birthday parties, and presents! However, my mom always let me and my siblings pick whatever food we wanted and then we got to eat it on the special birthday plate!

I always picked chicken and noodles, mashed potatoes and corn! What would you pick to eat on your special plate?

*Pause and let the students share their favorite meals.*



All those meals sound very delicious! Today we are going to pretend that it is everyone's birthday and draw out our favorite meals on these very special plates!

When you get your special plate and crayons, draw any meal that you wish. Don't forget to fill up your glass with something to drink as well. You will have seven minutes to complete your picture.

Give the students seven minutes to complete their special plates. Once finished, have them share with the class.

I don't know about you guys, but looking at all of these meals is making me hungry. Who will share their favorite meal with the class?

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

### OBJECTIVE 1. | Interpret and discuss the *food guide pyramid*



*Students will be comparing their meal choices with the **food guide pyramid**. Use PALS1.17.LG.TM.A-D for this activity. Have the pieces pre-cut for this activity. You can either hang them about the room, or give students the cards prior to the activity. Have the students work together as a class to sort the food into five groups at the front of the room.*



Check out the board up here! Look at all the food we can choose from! Now, if you are a really fast counter, you may have noticed that there are 36 food choices on the board. There are so many food choices, and they are all mixed together. I need to unscramble these into five different categories but I don't even know where to start! I have a great idea! You guys know your food. You can help me.

Here's what we'll do. When you hear, **FIX THE FOOD**, you will jump out of your seats, hurry to the board, select one food item and sort it into the correct group. What questions do you have?

## **FIX THE FOOD!**

*Help students as needed to determine what foods go into which group.*



### **IV. Food pyramid**

- A. Grains: Pasta, whole wheat bread, crackers, oatmeal, cereal and popcorn
- B. Vegetables: Tomato, broccoli, green beans, baked potato, spinach, carrots, sweet potato and peas
- C. Fruit: Banana, grapes, apples, juice, peaches, strawberries and raisins
- D. Milk: Swiss cheese, low fat yogurt, fat-free milk and cheese slices
- E. Meats and Beans: Nuts, peanut butter, tuna, grilled chicken, pecans, pork chop, steak, fish filet and turkey burger
- F. Oils: Oils are not a food group but needed in some amounts. Vegetable oil, soybean oil. Could also include nuts, and fish

*At this point the five groups do not have a name. Have the students guess what the name of each title might be. Ask student to share and then label the five categories of the **food pyramid**.*

*Awesome job in sorting these foods! The best part of this is that we just sorted these foods into the five food groups of the **food guide pyramid**! Let's label our categories.*

What do you think we could call a group that has cereal, pasta and bread? *Grains!*

What about a group with broccoli, carrots and potatoes? *Vegetables!*

Next, we have apples, juice and raisins! *Fruits!*

How about yogurt, milk and cheese? *Dairy!*



Finally, we have pork chops, steak and peanut butter! *Meats and Beans.*

I wonder if our favorite meal has all five food groups represented on our special plates?

*Students will complete a Crayon e-Moment® to circle food choices on their special plate. Instruct them to circle grains=orange, vegetables=green, fruits=red, milk=blue, meats and beans=purple and oils=yellow.*



Let's find out! Each person will need six markers. You will need an orange, green, red, blue, purple and a yellow marker. You can see that the six colors match the colors of the groups we sorted up here on the board. Everyone pick up your orange marker! We are going to search for grains in our favorite meal.

If you take a look at my special plate of chicken and noodles, mashed potatoes and corn what could we circle? That's right the noodles! Most likely they are made of wheat, which just so happens to be a grain! Now circle the grains on your plate,

*Make sure the students are circling the correct foods. Encourage them to move on to the next categories as needed.*



Now that everyone has circled their grains. Let's move on to vegetables! What color do we circle vegetables? Green is right! Grab a green marker and circle away. When you get done with your vegetables, keep moving on.

*Evaluate the student's meal choices. Have them give you a thumbs up if they had all five groups represented, a thumb in the middle if they did okay, or a thumbs down if they need to work on their choices more.*



Let's do a quick check on how our favorite meal stacks up to the **food pyramid**. On the count of three, give a thumbs up if you used all five colors on your special plate, a thumbs in the middle if you used three to four colors and a thumbs down if you have only two colors.



**1, 2, 3!**

Even if we did not use all five groups for our favorite meal, we are going to plan out a very special meal for our class.

## OBJECTIVE 2. | Plan a balanced meal menu.



*Student will make choices to plan a balanced meal for the lunch the next class period. They will be eating sandwiches, a fruit, vegetable and milk. Use PALS1.17.AS.B to guide students in making choices according to the food guide pyramid for kids.*



Next time you come to class we are going to have a celebration of the **food guide pyramid**! We will be eating a well-balanced meal from the **food pyramid**. You get to help decide what is well balanced before we leave today!

*Guide students through the choices.*



Let's take a look at our choices. We need to decide on grains first. The **food guide pyramid** tells us that we need grains that are whole grains. So based on our choices of whole wheat and white bread, which should we choose? That's right! Let's all circle whole wheat bread for our sandwiches and put a X on white bread.

Next, we'll decide what we can put on the inside of our sandwiches. What are our choices? The **food pyramid** says that we need to choose lean protein. Circle one of the three for your sandwich. Make sure you also circle the cheese option if you want cheese on your sandwich.

Let's move on to veggies next! The **food pyramid** says it's best to get a variety of veggies; especially dark green and orange veggies. Out of our three choices, which are dark green or orange? That's right, carrot sticks or broccoli! Circle one of those two.

Now on to fruit! The **food pyramid** tells us to focus on fruit and to make sure all the juice we drink is 100 percent fruit juice. From our three choices, which one would not be the best choice? That's right! Fruit snacks are very tasty but not as good as real apples or grapes. Let's put an X on fruit snacks. Choose between the apples and grapes. Circle one!

Now it's time to pick our drink! The food guide says we need calcium from milk to build strong bones. It looks like we have a couple of milk options, 100 percent apple juice or soda. Which item would not be a good choice? Right on! Let's put an X through the soda option. Now we can pick one of the other options. Remember, if you did not put cheese on your sandwich, you still need something from the milk category.



What are we leaving out? That's right, our oils! We already know that the oils are not a food group, but it is still okay to have a little each day. Mark if you want ranch for your carrots or broccoli. Also mark if you want light mayo or mustard for your sandwich.



## REVIEW / SUMMARY

As a review play **food pyramid** charades with the class. Have them choose a food from one of the five food groups.



Raise your hand if you have played charades before? How does it work?

*Actions, not words are used to act out a given word from one of the food groups.*



I'll go first and demonstrate a food. You have to guess which food group my food comes from.

*Act out one of the words. For example, if you had the word apple, you could act like you picked it from a tree and then bit into it. They would guess fruit. You can have volunteers go to the front of the room. Do it until all food groups have been acted out.*

## APPLICATION



### Small Group Suggestion

Look at your school's lunch menu. Discuss: if these choices are well-balanced according to the **food pyramid**.



### One-on-One Idea

You could also have them play games such as food pyramid Go Fish from the following website: <http://teamnutrition.usda.gov/resources/go-fish.pdf>.



## **PALS1.17.LG.ASSESS.A | EVALUATION ANSWER KEY**

Grains: Whole wheat bread

Vegetables: Broccoli or carrots

Fruit: Apples or grapes and 100 percent juice

Milk: Cheese on sandwich and/or low fat milk

Protein: Any choice

**PALS1.17.TM.A**

**Pasta**

**Whole wheat bread**

**Crackers**

**Oatmeal**

**Cereal**

**Popcorn**

**Tomato**

**Broccoli**

**Green Beans**

**Baked Potato**

**PALS1.17.TM.B**

**Spinach**

**Carrots**

**Sweet Potato**

**Peas**

**Bananas**

**Grapes**

**Apples**

**Juice**

**Peaches**

**Strawberries**

**PALS1.17.TM.C**

**Raisins**

**Vegetable Oil**

**Swiss Cheese**

**Low fat Yogurt**

**Fat-free Milk**

**Cheese Slices**

**Nuts**

**Peanut Butter**

**Tuna**

**Grilled Chicken**

**PALS1.17.TM.D**

**Pecans**

**Pork chop**

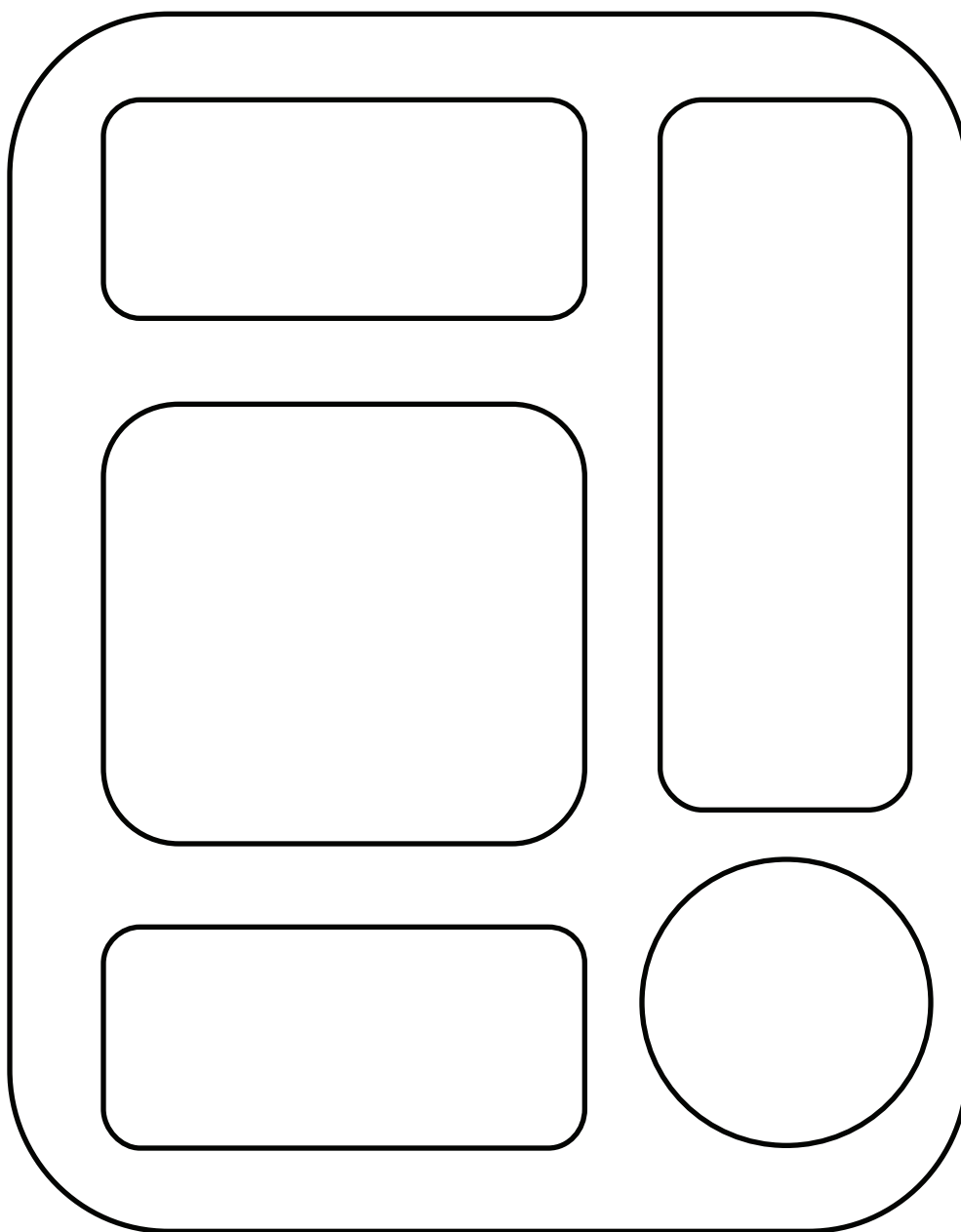
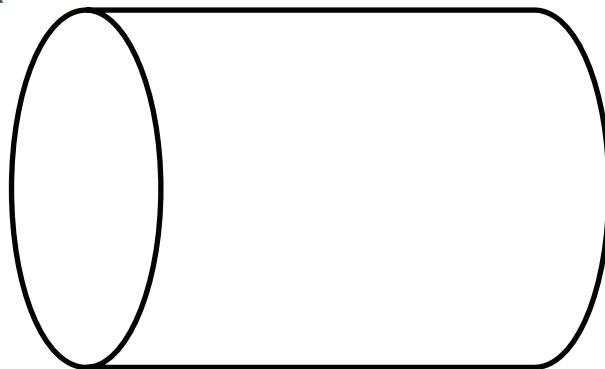
**Steak**

**Fish filet**

**Turkey burger**

**Soybean oil**

**PALS1.17.LG.AS.A**



## PALS1.17.LG.ASSESS.A

Directions: Put a X on the choices that are not the best. Next **circle** what you would prefer for our lunch according to the food pyramid.

**Fruit snacks**  
**Grapes**  
**Apple slices**

**Whole Wheat Bread**  
**White Bread**  
**Low fat cheddar cheese**

**Carrot sticks**  
**Broccoli**  
**Corn**

**Other:**  
**Light ranch**  
**Light mayo**  
**Mustard**

**Low fat milk**  
**Soda**  
**Low fat Chocolate milk**