

NUTRITION IN ME

3rd GRADE Curriculum

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NUTRITION IN ME

3rd GRADE Curriculum

Lesson 1

Nutrition in Me! 3

Lesson 1 – Be a Germ Buster

LEARNING OBJECTIVES

- Awareness:** To understand the importance of hand washing to prevent the spread of germs/Understand how germs can be transferred without directly touching anyone.
- Knowledge:** Verbalize the most important times to wash hands.
- Skill:** Demonstrate proper hand washing skills.
- Behavior:** To apply the hand washing skills at appropriate times throughout the day
- Target:** To understand the importance of washing hands often to reduce the spread of germs.

SUPPLIES

- Pretest
- Eat Smart Play Hard Poster
- Today’s Target Poster
- MyPlate Floor Mat (Nasco)
- Glitter Bug Kit and Lotion (Option 1)
- Handheld UV Black Light & Powder & Soft Fur Stuffed Animal (This will pick up the powder for the activity) (Option 2)
- Food Models
- Dairy Council Cards
- Vinyl Gloves
- Ice Pack
- Wipes
- Cooler
- Magnets
- “Justice for All...” Poster
- Suggested NERI: Handwashing Bookmark (Learning ZoneXpress)

FOOD TASTING SUPPLIES

- Fold Over Sandwich Bags
- Napkins
- Scoop

HANDOUTS

- Pretest
- Parent Newsletter – Eating Healthy, Staying Healthy
- Be a Germ Buster . . . Wash Your Hands (Washington State Department of Health)
- Where did I miss . . .
- What Did I eat for Dinner?
- Writing Prompt – Prevent the Spread of Germs
- Reflection Journal

PREP TIME

- Do shopping for food tasting
- Prepare food tasting
- Gather teaching supplies

EVALUATION METRICS

- When should you wash your hands?
- How long should you scrub your hands?
- How can we indirectly spread germs?

EDUCATOR NOTES

LESSON FLOW (45-minute lesson)

- Introduction of program and lesson
- Activity #1: Pre-Test
- Activity #2: Jump Rope Challenge/Mind in Motion Fit Sticks/Dancing Dice
- Activity #3: Option 1 Hand Washing Option 2 Hand Washing/Cross Contamination
- Activity #4: Option 1 Glitter Bug Lotion Option 2 Glitter Bug Powder
- Activity #5: Introduction MyPlate & Food Group Identification
- Activity #6: Food Tasting
- Activity #7: Review Lesson

EDUCATOR HINTS AND TIPS

- Prior to each lesson hang up the Eat Smart Play Harder Poster from NASCO.
- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.
- Each lesson has a **riddle** to introduce the lesson. Source is My Plate Builder Game for Grades 2-3 purchased from EduPress.

TEACHER INVOLVEMENT

- During the MyPlate introduction and food group identification, the teacher can participate in this activity by passing out the cards while the students are washing their hands.

FOOD SAFETY

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

ALLERGY ALERTS

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible, the nutrition educator will modify food tasting snack; i.e., remove cheese from wrap or provide a small serving of fruit for fruit parfait (dairy allergy).

TEACHING OUTLINE (SCRIPTED)

INTRODUCTION

Welcome to Nutrition in Me. For the next six weeks I will be visiting your class to talk about ways to keep our body healthy by being physically active and eating good food. We also will be making and tasting some nutritious snacks.

Riddle: Did you hear the story about the germ? Never mind, I don't want it to spread all over.

Activity #1: Pre-Test

Hand out the tests and instruct students to put the date and their student number on it. Read the questions to the students. Tell them that if they do not know the answer, take a guess because they will be learning this information during the next six weeks. After collecting the tests, clip them together and make sure you have the teacher's name on the packet.

Activity #2: Jump Rope Challenge/Mind in Motion Fit Sticks/ Dancing Dice

If you are doing the jump rope challenge refer to the Jump Rope Challenge Handout.

If you are using the fit sticks, it may be best to pick an activity before class begins. Explain to the class that each week they will be doing a fun activity that gets their body moving. Demonstrate how the activity is done before you begin. Have children practice activity for 30 seconds.

If using the Dancing Dice, roll the dice in an area in the classroom that all the students can see. It may be best to roll the dice on a table. Have children practice the activity for 30 seconds.

EDUCATOR NOTE: Introduce today's target by placing the **target poster** on the board.

Activity #3: Option 1 - Use this option if NIM3 is the first lesson your students have had on hand washing.

What are the different things we do with our hands? Discuss all the things we do with our hands – pet animals, eat, shake hands, open doors, play, ride my bike etc.

How many of you have been sick this year? Ask students to raise their hands. This will avoid someone telling a story about when they got sick and taking up your class time.

What causes you to become sick? *Germs.*

What are Germs? *Germs are like "hitchhikers" that collect on our hands every time we touch something.*

How do Germs get into our bodies and make us sick? *Germs enter our body through our mouth, nose, eyes, scratches and cuts.*

What is the one thing you can do to get rid of germs? *Wash your hands.*

When do you think we should be washing our hands? *Before eating, before preparing food, after using the rest room, after playing with pets.*

Activity #4: Option 1 Glitter Bug Lotion

- Does anyone know the proper steps for hand washing?
- After students have tried to show you the way to wash hands, explain and show the proper steps (Refer to the Be a Germ Buster Handout - Use document camera). Get a paper towel, turn water on warm, get hands wet, apply soap, scrub hands - under nails, between fingers, tops and bottoms of hands and apply friction.

EDUCATOR NOTE: Prior to using Glitter Bug Lotion, please explain to the students that this is a product that is used to teach us how to wash hands. There are no germs in it!

Pantomime hand washing:

Have students stand up, push their chair in and stand behind their desk. Explain that we are going to pretend at our desks that we are washing our hands. Have students close their eyes and go through the motions of washing their hands as you list the steps for them.

Glitter Bug - Hand out the "Where did I Miss" hand outline before using the glitter bug kit. Note: Students will need to remember what they see under the light because that is the area they will color on the hand outline.

Now we are going to see how good you are at washing your hands. I am going to give each of you one pump of "this special lotion". (Refer to Educator Note about explaining what the special lotion is). "I want you to rub it in like lotion and then we are going to wash our hands." Have children wash their hands and come back to their

seats. Have children, one at a time, look at their hands under the black light (Note: Make sure to turn off lights in the classroom so students can see their hands better). Help them see the spots that are glowing. Explain that the glowing spots are where they need to wash better. After they have put their hands in the light, instruct them to complete the handout when they return to their desk.

After completing this activity and the students have marked the areas on the handout, ask them to describe what they saw under the light.

Are there any places on your hands that you needed to wash better?

Review the proper steps for hand washing.

Activity #4: Option 2 Glitter Bug Powder (Use this option if students have already learned about proper hand washing.)

Prior to starting the lesson:

1. Place a little Glitter Powder on your hands and rub them together.
2. Rub some of the Glitter Bug Powder into a small stuffed animal.

Note: You could shake hands with a couple of students when you start the lesson to pass the powder unknowingly to the student.

There are several ways you can transfer the Glitter Bug Powder between the students.

1. Have students stand up. Use the stuffed animal as a talking stick, explaining they can only talk when they have it.
 - When should you wash your hands?
 - Why should you wash your hands?
 - What are germs?

Option 1

Explain to students that the stuffed animal you are holding is going to be used as a talking stick. Only students that are holding the talking stick can talk. When I ask a question, raise your hand and I will bring the talking stick to you.

Option 2

Pass the stuffed animal around the room so each student has an opportunity to hold or get acquainted with the stuffed animal.

Have students turn to the person next to them and “high-five” the person if they washed their hands before lunch, after they came inside from recess or whatever question you want them to respond to. This is to pass powder to another person.

When finished with one of these activities, have students sit down. Turn the lights out and pass the hand held UV black light over everyone’s hands to show all the areas they touched. Explain to the students that the Glitter Bug Powder shows how “bacteria” or “germs” from your hands could pass to others with or without having direct contact! Have students wash hands. If time allows, pass the UV black light over the students’ hands.

Activity #5: Introduce MyPlate and Food Group Identification

Introduce the students to MyPlate by briefly explaining each section on the plate.

- Why do you think the sections are different sizes?

If using the MyPlate floor mat, lay it out on the ground in a visible area in the classroom. Give each student 1-2 Dairy Council food cards. Make sure you are giving students single food item cards and not combination food cards. Also make sure the students know what type of food they have on their card. Instruct students to lay their

food cards with the section of the food group they think is correct. Once everyone has matched their card to the food group go to each section and see how they did.

If not using the MyPlate floor mat, another option is to ask the students to raise their hand if they think they have a food in the grain group. This can be repeated for each food group. Move the foods that are in the wrong group to the correct group. Tell everyone they did a great job and if they didn't get their card in the right place, it's ok because they will be learning the food groups each week.

Activity #6: Snack

Recipe for Trail Mix

1 cup low sugar, whole grain cereal
1 cup popcorn
1 cup raisins
1 cup dried apricots

Grains that can be used for this recipe:

Pretzels
Cheerios
Chex
Life
Popcorn

Two examples of dried fruits that can be used for this recipe are:

Raisins
Cranberries
Plums
Apricots
Bananas

When using dried fruit it may be helpful to use scissors to cut into small bit-sized pieces.

Prepare your trail mix using cereal, popcorn, raisins and dried apricots; add other dried ingredients if you choose (dried cranberries, bananas, apples, pears, plums, etc.).

EDUCATOR NOTE: There are two ways this snack can be assembled.

1. The snack can be assembled prior to the lesson. Mix all ingredients in a large bowl and place representative amounts in fold over sandwich bags according to the number of students you have for the class. For instance, 1 (8.9 oz.) box of Cheerios, 1 (5 oz.) package of dried cranberries, 1 cup popped popcorn, and 1 (12 oz.) box of raisins will serve a classroom of 25 students. The serving size for the snack will be approximately $\frac{1}{5}$ cup.
2. Bring popcorn (already popped), large bowl, other ingredients and the individual fold over sandwich bags to class. Assemble the ingredients together in the large bowl. Use a scoop to put ingredients in the bag. Have a student helper pass out snack to class.

Activity #7: Review of Lesson – Use today’s target and ask the following questions

EDUCATOR NOTE: The lesson review can be done while the students are eating their snack.

- Why is it important to wash out hands? *So you don’t spread germs.*
- What are germs? *Microscopic livings that can make us sick.*
- When should we wash our hands? *Before eating, preparing food, after using the restroom, after playing with your pets, etc.*
- How could we indirectly spread germs? *By coming into contact with something someone has touched.*
- How do germs get into our body? *Through openings like our mouth, eyes, nose, cuts and scratches.*

Hand out Parent Newsletter and remind students how important it is to share the newsletter with their parents. The newsletter will show their parents what they learned in class today and it includes some great recipes to try together.

Writing Prompt - Prevent the Spread of Germs:

Reflect about the many ways you could transfer germs during the day. Write about two of these ways and explain what you will do to prevent the spread of germs that could make people sick.

NUTRITION IN ME! 3

STUDENT'S CODE NUMBER _____ DATE _____ PRE POST

Circle the answer that best applies to you.

	1	2	3	4
1. I eat vegetables . . .	Never or almost never	Some days	Most days	Every day
2. I eat fruit . . .	Never or almost never	Some days	Most days	Every day
3. I choose healthy snacks . . .	Never or almost never	Some days	Most days	Every day
4. I eat breakfast . . .	Never or almost never	Some days	Most days	Every day
5. I do physical activities . . .	Never or almost never	Some days	Most days	Every day

	1	2	3
6. Being active is fun.	I do not agree	I'm not sure	I agree
7. Being active is good for me.	I do not agree	I'm not sure	I agree

	1	2	3	4
8. A pizza was left out of the refrigerator all night. What should you do?	Eat the pizza	Smell the pizza and then decide if it's okay to eat.	Put the pizza in the refrigerator	Don't eat the pizza
9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

Circle the answer that best applies to you.

	1	2	3	4
10. I wash my hands before making something to eat.	Almost never	Sometimes	Most of the time	Always

	1	2	3
11. Will you ask your family to buy your favorite fruit or vegetable?	No	Maybe	Yes
12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?	No	Maybe	Yes
13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?	No	Maybe	Yes
14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?	No	Maybe	Yes

Be a Germ Buster!

Dear Family,

This week your child has started a series of classes about eating healthy to stay healthy. Today they learned about using MyPlate as a guide for picking foods that are good for them.



MyPlate helps us choose foods that give our bodies the nutrients they need to stay healthy and strong. It also helps us learn how much to eat so we don't eat too much and become overweight.

Your child also learned when they should wash their hands to stay healthy and how to do it the right way. Hand washing is the number one way to reduce the chances of getting sick. It should always be done before eating, after going to the bathroom, after petting or playing with animals, after playing outside, and many other times during the day. Ask your child to show you how to properly wash hands.

Eat Together, Eat Better



Eating a meal together every day might be hard for your family, so try to do so 3-5 times a week. Studies show children in families that eat together at least 3 times a week are less likely to get in trouble at school, have better grades and language skills in school, and have a better diet – that means they eat more healthy foods.

It's in the Bag

Here are simple ways to stretch your food dollars and keep your foods safe to eat when shopping at the grocery store.

1. Make a list before going to the store and stick to it! Shopping with a list helps you buy only what you need.
2. Clip coupons. Your local newspaper usually runs weekly grocery ads. Look for coupons on food products you normally buy. Don't buy something you don't usually eat just because there is a coupon.
3. Get your dry good products and other items that won't spoil before picking up perishable foods. Select refrigerated and frozen foods last. After shopping, go straight home and put perishable items in the freezer or refrigerator. If you aren't going right home, have an ice chest in your car for foods that can spoil or melt.



Parent – Child Activity

Today, your child brought home a picture of a dinner plate. Please help your child write or draw what was eaten for dinner and snacks tonight. Count the number of different food groups displayed on the plate.



What is the Right Weight for My Child?

You might have read about the concerns that our school-age children are becoming overweight. Children grow at different rates and have different body shapes. A doctor can chart the height and weight of your child and let you know if they are overweight. A recent study showed that children whose growth is recorded every year are less likely to become overweight.

You can help your child maintain a healthy weight.

Here's how:

- Offer your child a variety of healthy foods. Plan meals based on MyPlate. Our newsletters will give you some great ideas.
- Help your child learn to pay attention to feelings of hunger and fullness. Don't force your child to eat when they are not hungry. Don't make them clean their plate if they say they are full.
- Plan meals and snacks at regular times. Be sure to keep on hand healthy snack foods that are low in sugar and fat, such as fresh or dried fruit, cut-up vegetables and unsalted nuts.
- Be a good role model. Children learn by example. Bicycling or walking with your children rather than eating chips and watching television will teach them to be active.



Trail Mix

Ingredients:

- 1 cup whole grain cereal
- 1 cup popcorn
- 1 cup raisins
- 1 cup dried apricots

Instructions:

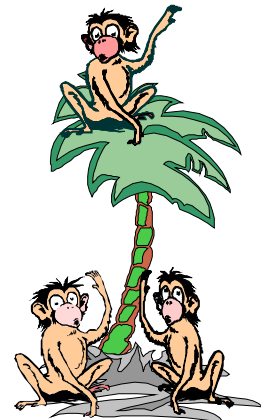
Use cereal, popcorn, raisins and dried apricots for the beginning and add anything you like: dried bananas, apples, pears or plums.

Grape Ape Drink

- 1 medium banana peeled and sliced
- ½ of a 12-ounce can grape juice concentrate
- 2 cups cold nonfat milk
- 2 cups ice cubes.

Mix all ingredients together in blender.

Yields: 4 to 5 cups.



This institution is an equal opportunity provider and employer for all.

This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1-877-501-2233.

¡Elimine los Gérmenes!

Estimada Familia,

Esta semana su niño ha comenzado una serie de clases acerca de comer saludable para estar saludable. Hoy aprendieron



acerca de cómo usar MiPlate como guía para escoger alimentos que son buenos para ellos.

MiPlate nos ayuda a seleccionar los

alimentos que le darán al cuerpo los nutrientes necesarios para estar fuerte y saludable. También nos enseña que cantidad debemos comer para no subir de peso.

Su niño también aprendió cuando debe de lavarse las manos para estar con buena salud, así como la forma correcta de hacerlo. Para mantenerse saludable y reducir el riesgo de enfermedades lo más importante es saberse lavar las manos muy bien. Debe de hacerse antes de comer, después de ir al baño, después de acariciar o jugar con animales, después de jugar afuera y muchas otras veces durante el día. Pregúntele a su hijo como debe de lavarse las manos con propiedad.

Comer Juntos Comer Mejor

Comer juntos a diario tal vez sea difícil para su familia, pero trate de hacerlo 3 o 4 veces por semana. Estudios muestran que los niños que comen en familia por lo menos 3 veces a la semana, tienen menos problemas en la escuela, obtienen mejores calificaciones y adquieren mejores habilidades de lenguaje y tienen una buena dieta es decir consumen alimentos más saludables.



Es en la bolsa

Aquí le damos unas sugerencias simples para estirar su dinero, mantener y comer de manera segura sus alimentos cuando va de compras al supermercado.

1. Haga una lista antes de ir a la tienda y ajústese a ella. Al ir de compras con una lista le ayudará a adquirir sólo lo que necesita.
2. Recorte cupones. El periódico local normalmente tiene cupones para usarlos en la semana. Busque los cupones para los alimentos que usted compra en forma habitual. No compre algo que usted no usa solamente porque tiene el cupón.
3. Compre las cosas envasadas o que no se echan a perder antes de adquirir los alimentos perecederos. Escoja los productos refrigerados o congelados al final. Después de comprar, vaya directo a su casa y ponga los alimentos perecederos en el refrigerador. Si no va directo a casa, tenga una hielera para los alimentos que se descongelan o se echan a perder.



Actividad Para Padres y Niños

Hoy su niño trajo una página con un plato. Por favor ayúdele a escribir y dibujar lo que comió durante la cena y también los bocadillos. Cuente los diferentes grupos de alimentos que se muestran en el plato.



¿Cual Es El Peso Adecuado Para Mi Hijo?

Usted habrá leído sobre el problema de sobrepeso que tienen los niños en edad escolar. Los niños crecen a distinto ritmo y tienen cuerpos diferentes. Un doctor puede medir y pesar a su hijo y determinar si tienen sobrepeso. Un estudio reciente muestra que los niños que se miden y pesan todos los años tienen menos posibilidades de tener sobrepeso.

Usted puede ayudar a su hijo(a) a tener un peso adecuado.

Aquí es como:

- Ofrezca a su hijo una variedad de alimentos sanos. Planee sus comidas de acuerdo a MiPlato. Nuestros boletines le darán buenas ideas.
- Ayude a su hijo a poner atención a cuando tiene hambre y cuando está satisfecho. No lo fuerce a comer cuando no tiene hambre. No le haga comer hasta que limpie el plato si ya esta satisfecho.
- Planee sus comidas y meriendas a horas regulares. Asegúrese de tener a mano alimentos sanos que son bajos en azúcar y grasa, tales como frutas frescas o secas, verduras cortadas y nueces sin sal.
- Sea un buen modelo. Los niños aprenden del ejemplo que les damos. Andar en bicicleta o caminar con sus hijos en vez de comer papas fritas y ver televisión les enseñará a ser más activos.



Frutas y Semillas

Ingredientes:

- 1 taza integral cereal
- 1 taza de palomitas
- 1 taza de pasas
- 1 taza de chabacanos deshidratados

Instrucciones:

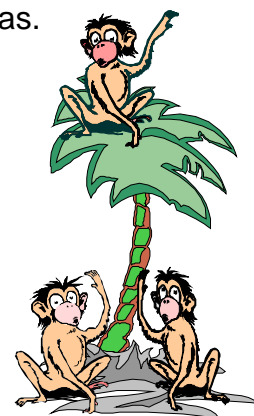
Use cereal, palomitas, pasas y chabacanos para empezar, añada lo que le guste; plátanos, manzanas, peras, o ciruelas deshidratadas.

Mono Púrpura (Grape Ape Drink)

- Medio plátano en rebanadas
- 6 onzas de jugo de uva concentrado
- 2 tazas de leche fría sin grasa
- 2 tazas de cubos de hielo

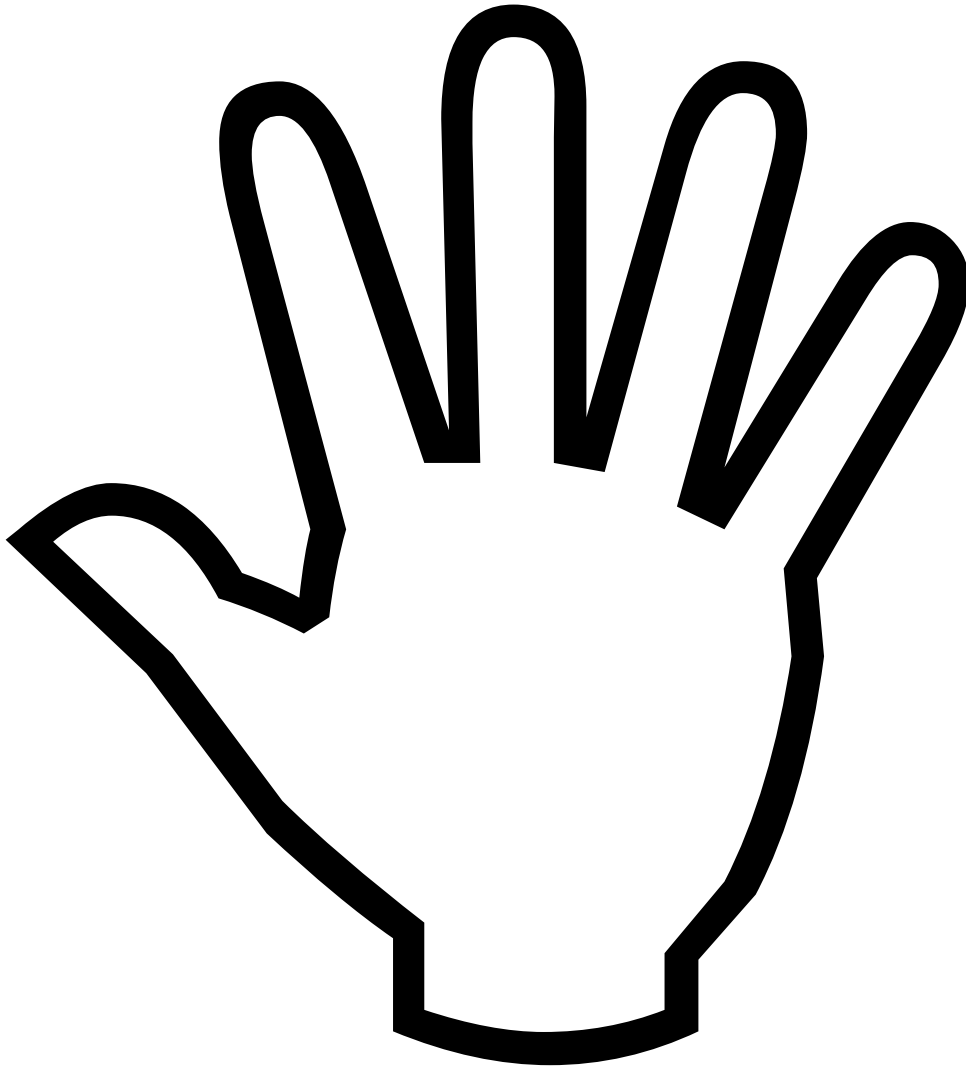
Mezcle todos los ingredientes en la licuadora y sirva.

Salen cuatro o cinco tazas.



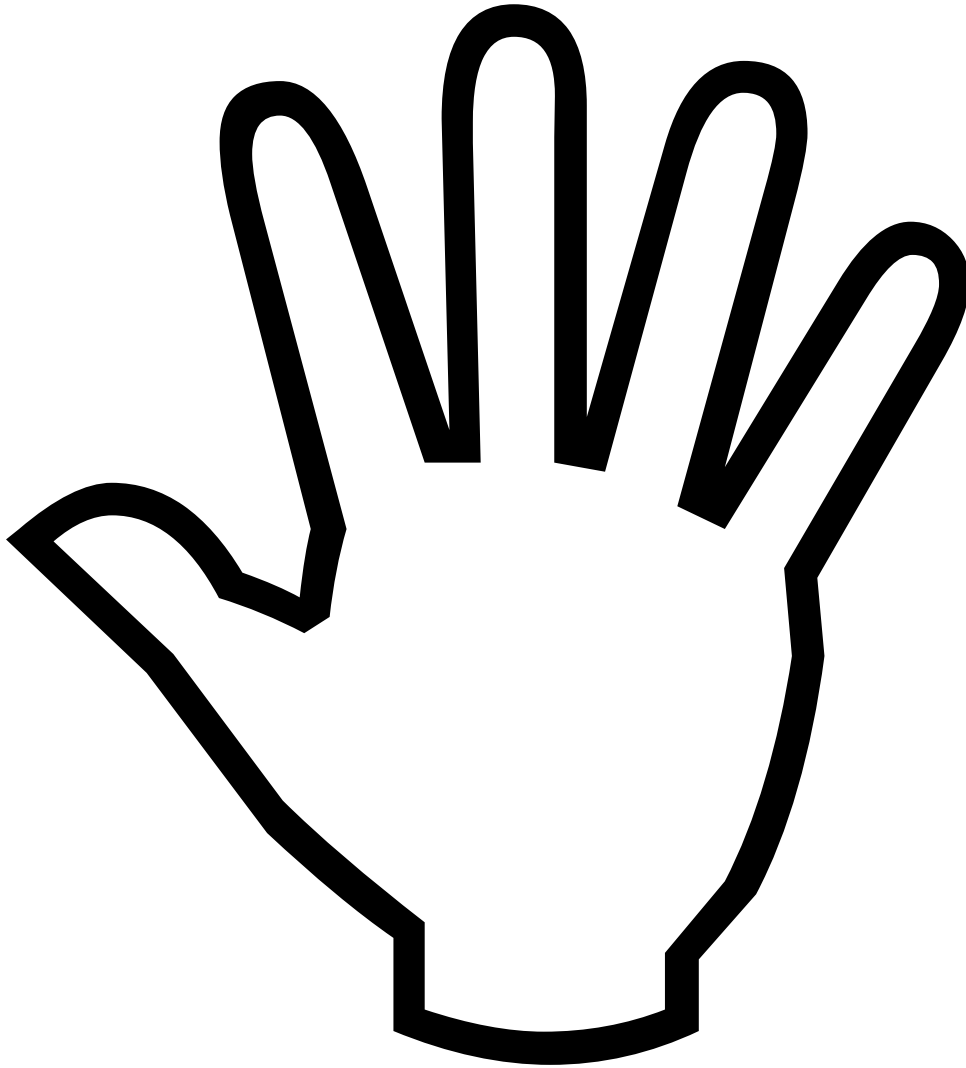
Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

Where did I miss...



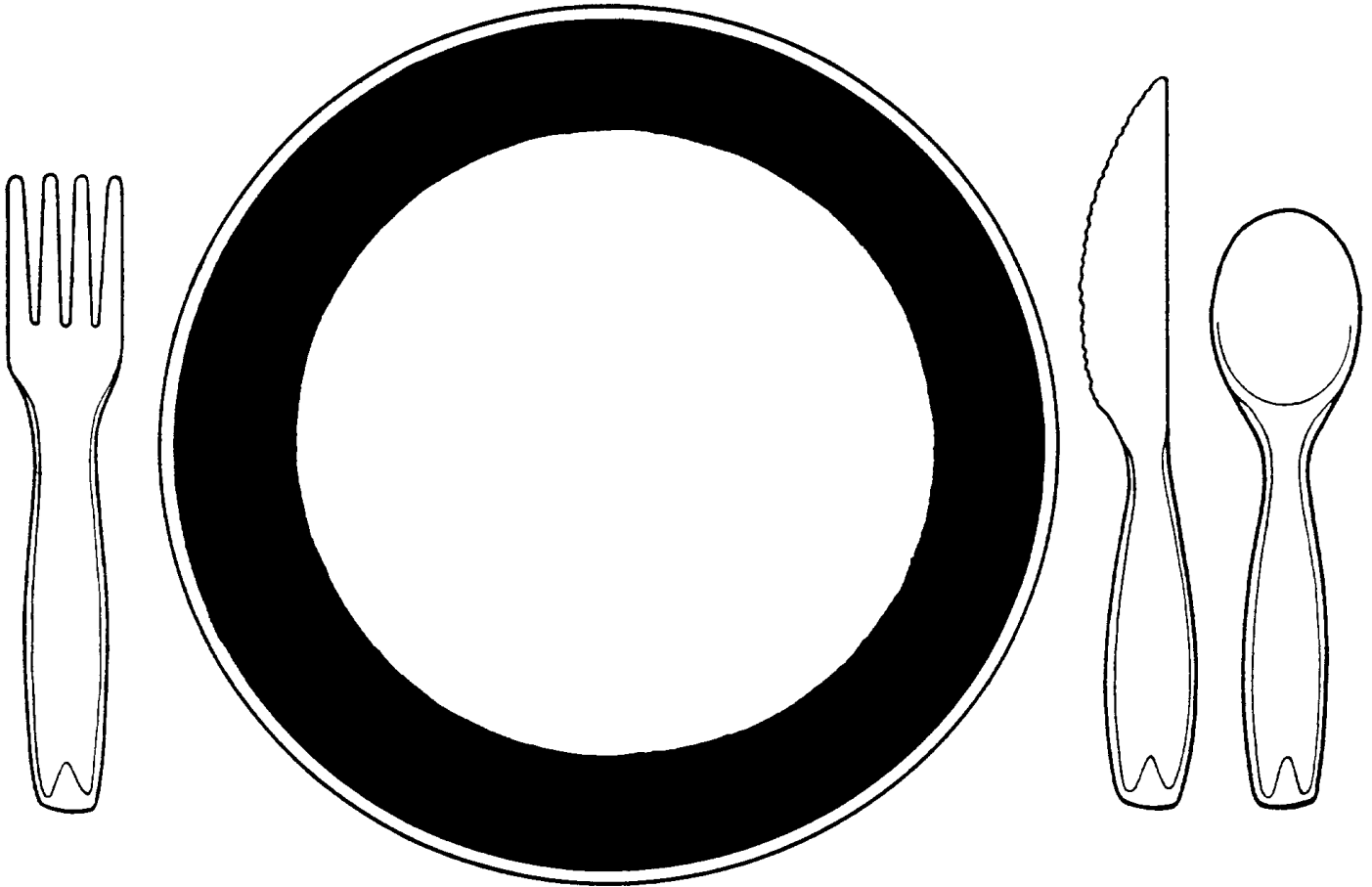
After you have washed, mark with a pencil where you see the white "germs" on your hand. Remember to pay extra attention to these areas each time you wash!

Donde no me lave bien...



Después de haberte lavado marca con un lápiz los lugares en donde viste los "gérmenes" blancos en tus manos. Recuerda prestar más atención a estas áreas cada vez que te laves las manos.

What Did I Eat for Dinner?

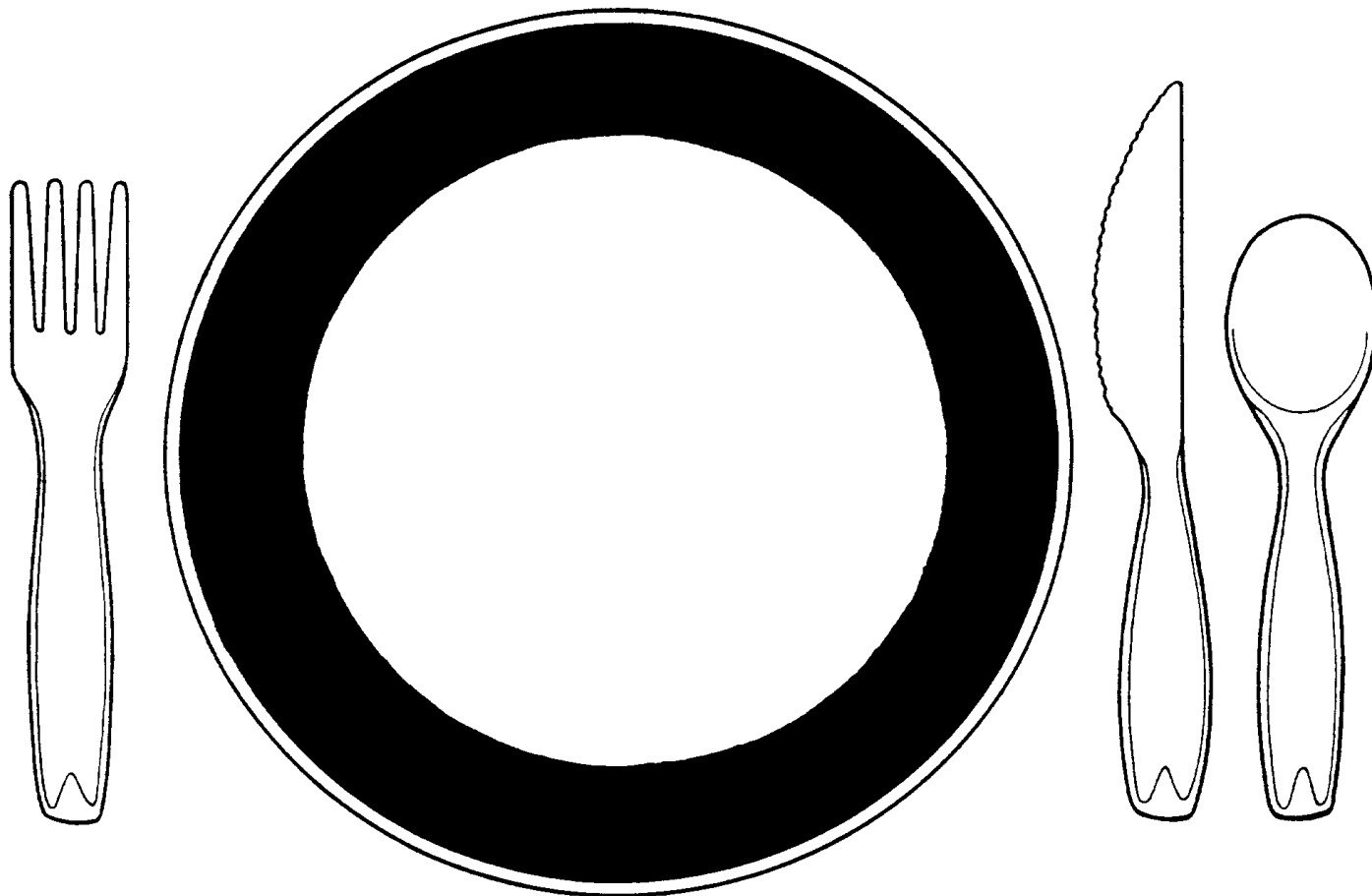


Please help your child write down what they ate for dinner and snacks tonight. They can also draw pictures of the food on the plate above.

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¿Que Fue lo Que Cené?



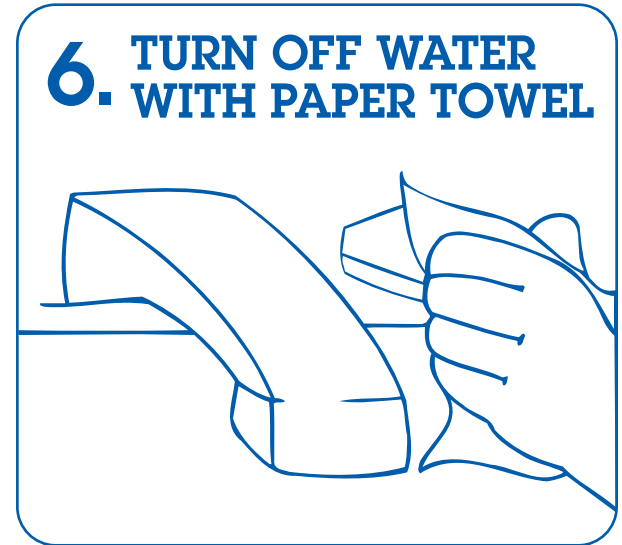
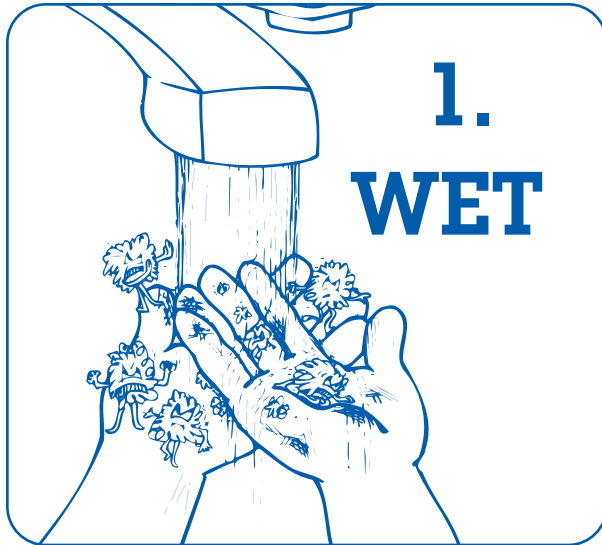
Por favor ayude a su niño a escribir todo lo que coma durante la cena y los bocadillos que consuma. En el plato pueden dibujar los alimentos.

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Be a Germ-Buster...

WASH YOUR HANDS!

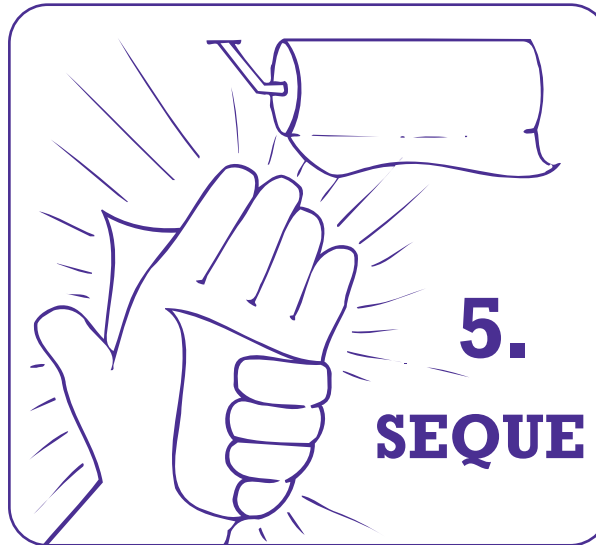
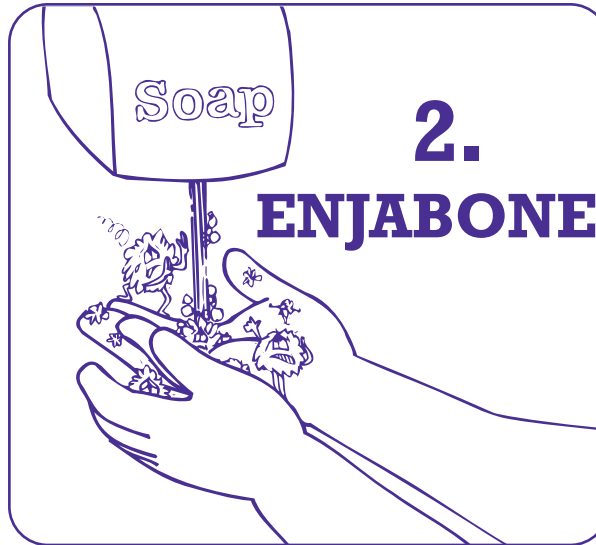
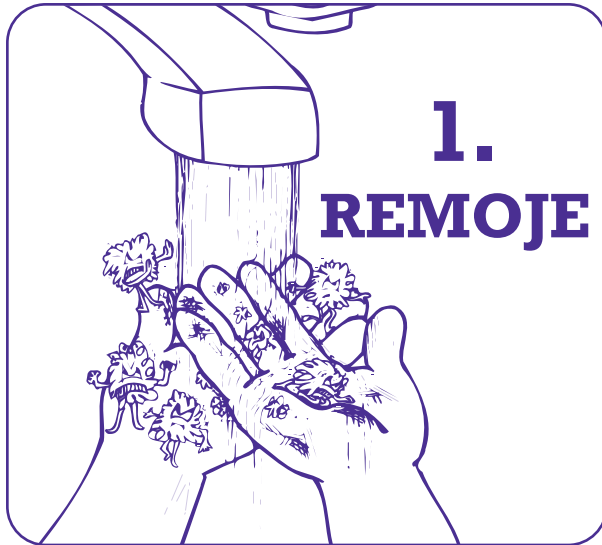




Elimine los Gérmenes...



LAVESE LAS MANOS





Reflect about the many ways you could transfer germs during the day. Write about 2 of these ways and explain what you will do to prevent the spread of germs that could make people sick.

HOW TO USE THE KWLD CHART

For the next 6 weeks you will be filling out the KWLD Chart for the Nutrition in Me 3 Curriculum

1. Prepare the chart before class on a large white easel board paper or prepare for a document camera. It should look like this

K	W	L	D

2. Place the chart on the board or camera and explain the K – W – L - D
3. Ask the students these two questions and write the answers in the appropriate column. Take about 4-5 responses each time.

K = What do you know about nutrition? Write responses in the appropriate column.

W = What do you want to know about nutrition? Write responses in the appropriate column.

4. This next question will be asked at the end of the each lesson. It can be part of the verbal review.

L = What did you learn about nutrition during this lesson?

Write responses in the appropriate column.

Did we answer any of your questions in the “W” column? You can make a check mark or use some indicator that the question was answered.

After you have written down what they learned about nutrition for the current lesson, tell the students that next week at the beginning of the lesson you will be asking them what they did during the past week from what they learned from the lesson.

Example: Maybe they washed their hands more often; chose to eat a whole grain bread rather than white bread; started eating breakfast more often, etc.

5. This next part is done at the beginning of Lessons 2 through 6.

D = Please tell me what you did differently during this past week because of what we learned in the lesson last week. Write the responses in the appropriate column.

6. Depending on the teacher and the size of the classroom, you can potentially leave the chart up for 6 weeks or you may need to roll it up and bring it back to the classroom for each lesson. If you prepare the chart for a document camera, you may need to expand the pages and have a new one for each lesson. With this method it may be more difficult for the students to see all of their questions and what they have learned in a progressive nature.

NUTRITION IN ME

3rd GRADE Curriculum

Lesson 2

Nutrition in Me! 3

Lesson #2 – Whole Wheat Detectives

LEARNING OBJECTIVES

- Awareness: Recognize the difference between whole grains and refined grains.
- Knowledge: Identify a variety of whole grains and whole grain foods
Know the amount of grain foods they need to eat each day
Identify the nutrients our bodies get from grain foods and how the body uses them.
- Skill: Read and understand food package labels to identify a whole grain food
- Behavior: Increase the number of whole grains eaten in a day.
- Target: Recognize the difference between whole grains and refined grains.

SUPPLIES FOR CLASSROOM VISUALS AND ACTIVITIES

- Eat Smart Play Hard Poster
- Today's Target Poster
- Tray
- Food models of grain foods: white bread, brown bread, white spaghetti, brown spaghetti, white rice, brown rice, dinner roll, muffin, popcorn, pretzels, crackers, flour tortilla.
- Box of Cheerios
- Bowl or 3 bowls of various sizes
- Measuring cups
- Tactile Whole Grain chart (see instructions to make) or laminated poster of whole grain showing the parts of the whole grain; bran, endosperm (white part) and germ
- Ingredient list of whole grain and enriched grain
- Shock of wheat
- Vacuum-packed packets of grains (see "how to make"), same grains processed and the whole grain and parts.
- Magnets
- Labels/containers of grain foods – 1 label for every partner group (12-14).
- Suggestions: Bread wrappers; 100% whole wheat, white wheat, multigrain, etc.
Pasta; whole wheat durum, blend of "healthy"
Crackers; Triscuits, Ritz, "whole wheat" crackers that have deceiving labels
Cereals; Wheaties, Oatmeal, Lucky Charms, Fruit Loops
Snack items; Gold Fish, popcorn
- Suggested NERI: MyPlate Sticker (Learning ZoneXpress)

FOOD TASTING SUPPLIES (For Happle Bagel Sandwich)

- Whole wheat bagels, preferred (Serving information: mini bagel serves 4; regular bagel size serves 8)
- Cheddar cheese, sliced
- Granny Smith apples
- Cinnamon

FOOD TASTING SUPPLIES AND EQUIPMENT

- Baking sheet for oven or pizza cooker
- Spatula
- Sharp knife
- Cutting board
- Apple corer,
- Napkins
- Vinyl gloves

- Handy wipes
- Cooler
- Ice pack

HANDOUTS

Parent Newsletter (English and Spanish)

Looking for Whole Grain – *This is used in class and also a homework assignment to bring back.*

Word Search – Wheat is Good to Eat and Good for You (optional)

Writing prompt – Pretend you are a talking label on a cereal box. What would you say to convince the shopper to buy you?

PREP TIME

- Gather all visual aids, supplies, equipment, handouts.
- Do shopping for food tasting
- Prepare food tasting (slice bagels)
- Arrive in classroom 10 to 15 minutes before the class is to begin
 - Prepare food demonstration table by washing table and laying out supplies and equipment all except items that need to stay in cooler for refrigeration.
 - Make items available to use with document camera.

EVALUATION METRICS

- How many servings of grains do we need each day?
- What do grains give us?
- What is the difference between a whole grain and a refined or enriched grain?

EDUCATOR NOTES

LESSON FLOW (45-minute lesson)

- Review of Lesson #1 “Germ Busters”
- Jump Rope Challenge
- Introduction of lesson
- Activity #1: What is a Grain?
- Activity #2: What is a Whole Grain?
- Activity #3: Whole Grain Detectives
- Activity #4: Happle Bagel Sandwich Food Tasting
- Review of lesson
- Challenge: Homework

EDUCATOR HINTS AND TIPS

- Prior to each lesson hang up the Eat Smart Play Harder Poster from NASCO.
- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.
- Each lesson has a **riddle** to introduce the lesson. Source is My Plate Builder Game for Grades 2-3 purchased from EduPress.

TEACHER INVOLVEMENT

- Help pass grain packets around room for the students to see.
- Assist students in finding parts of food labels in “Whole Grain Detectives”.

FOOD SAFETY

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

ALLERGY ALERTS

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible, the nutrition educator will modify food tasting snack; i.e., remove cheese from wrap or provide a small serving of fruit for fruit parfait (dairy allergy).

TEACHER OUTLINE (Scripted)

INTRODUCTION

Welcome to week 2 of Nutrition in Me! 3.

Riddle: What cereal grain is also used as a vegetable? (Corn)

HOMEWORK

Who brought back their homework worksheet, "What's for Dinner"? Ask students to compare their plate to MyPlate. Does it have at least 3 food groups? What vegetable did you have? What would make your meal more nutritious? (Option: you may want to reinforce those students who brought back their homework with a sticker, pencil, bookmark, etc.)

REVIEW

Our target last week was: To understand the importance of washing hands often to reduce the spread of germs. Who remembers what we talked about last week?

Ask questions that suggest the expected behavior change. After talking about when to wash your hands do you think you wash more often now? After seeing the germs on your hands, do you think you wash better, scrubbing for 20 seconds, getting all of the surfaces of your hands? What did you learn from the stuffed animal?

EDUCATOR NOTE: Make sure washing more often, scrubbing for 20 seconds, etc. are covered in discussion.

ACTIVITY

Jump Rope Challenge: If you are using the jump rope challenge refer to Week 2 on the handout. Dancing Dice or Fit Stick stretching activity.

TODAY'S LESSON

Who can tell me the names of the food groups according to MyPlate? *Grain, Vegetables, Fruit, Dairy and Protein.* *Great job!*

Today we have a fun and exciting lesson. We are going to talk about the Grain group, the orange section of MyPlate. We are going to find out what a whole grain is and what whole grains do for our bodies. We will also be looking at some nutrition labels to see how to know if our food is whole grain.

Activity #1: What is a Grain?

Ask students what they know about grain. Accept all answers that lead into explanation.

All grains are seeds. For example wheat looks like this when ready for harvest. (Show a shock of wheat.) (Show packet of different kinds of grains.) Grains come in many different varieties such as wheat, barley, oats, rice, popcorn, corn, rye and oats. (Walk around classroom to show or place under document camera)

Grains are processed to make them edible. (Show packet of different kinds of processed grains.) Some are ground into flour like wheat, rye and corn. Some are cooked in water to make them soft, like rice and barley. Oats are rolled over by a steam roller to make them flat so they will cook faster. And of course we pop popcorn!

Then we can make grain into food (Show food models). Grains can be made into bread, crackers, pancakes, etc.

We need to eat 5-6 ounces of grains each day. Half of our grains should be whole grains.

What would you eat from the grain group for breakfast? *Toast, cereal, pancakes...*

How many had cereal for breakfast? Hold up the Cheerios box. One serving of Cheerios is one cup. Measure Cheerios into a bowl, demonstrating dry measure. Is this how much cereal you usually eat for breakfast? *No, I eat more!!!* How much more do you eat? *2x or more!!*

Optional Activity for measuring: Show three different sized bowls. Have a volunteer student choose the size bowl they would normally use for their breakfast cereal. Give the student a box of cereal and ask him/her to pour out the amount usually eaten for breakfast. Measure the amount using a dry measure method, fill the cup to level. How many servings did this student choose for breakfast?

Important Message: Be sure the students know the difference between a serving size and the amount they choose to eat at one time. If someone chooses to eat two servings for breakfast that's okay because we are talking about the 6 ounces of grains throughout the whole day. Eating more than what is recommended for several days may mean a person is overeating.

Using food models, demonstrate six servings of grain foods for the day. For breakfast we have ? grains. What will we have for grain for school lunch? Example: A sandwich has two servings of grain. What shall we have after school for a snack? What should we have for dinner? Count the grains. Set tray aside.

Activity #2: What is a Whole Grain?

Half of your grains should be whole grains? What do I mean when I say the word, "Whole"? (*Whole is the sum of all the parts. All the parts are there.*) A whole grain has three parts. Show the tactile grain poster. The outside is called the bran. Inside is the white part called the endosperm and the germ. (This is a different kind of germ than we talked about last week.) This germ is the life of the plant, the part that the green sprout comes out of; we say the seed has germinated when the green sprout comes out of the seed. The bran gives our bodies fiber to help digestion (sign: rub stomach to represent digestion). The endosperm gives us energy to do all of our activities like running, playing and also helps our brain work for thinking and learning (sign: dance a jig represents energy). The Germ gives our bodies B vitamins that help us use the energy (sign: hold up the sign for B; four fingers up, thumb across palm of hand). When we have whole wheat flour all three parts of the kernel are in the flour. White flour is "**refined**" and is only the endosperm. When food companies make white flour it is called "**enriched**" because they add the nutrients back that were taken out when the bran and germ were removed. However, it is hard to add back the fiber.

EDUCATOR NOTE: Refer back to tray of food models. How many whole grains did we choose? How can we improve the number of whole grains in our day?)

Activity #3: Whole Grain Detective

EDUCATOR NOTE: Use a document camera to show the label. If document camera is not available, walk around the room so students can see.

Hold package of grain food; a box of Cheerios works great!

Lead students on an imaginary shopping trip. We are looking for whole grains. When we get to the cereal aisle what do we see? Tigers, Leprechauns, Captains, Pelicans, etc. - lots of fun? Why are they here? (*To encourage third graders to ask their parent to purchase!*) We are informed students and we are looking for whole grain. We spot the whole grain cereal (Cheerios). What would entice us to think that it is a whole grain, just by looking at the front of the box? (*symbols, pictures, works*) Ok, I think this is a whole grain. Let's take it off the shelf and look at the label. The Nutrition Facts: First, the serving size tells us how much cereal is one serving. That is the

amount of the cereal all of the other information is about. What else on the nutrition facts would tell us this could be a whole grain? (*Fiber*) Yes, we know that fiber is in whole grain. A serving of food that has three grams of fiber is a good clue that we may be looking at a whole grain. Detectives, are you ready for the proof? Find the ingredient list. Usually near the Nutrition Facts. If the first ingredient says “Whole” any kind of grain, like whole wheat, whole oats, whole corn, it is a whole grain. If it is not a whole grain, it will say “Enriched” grain. Enriched means it is the white part of the grain, and has no fiber.

So! Is Cheerios a whole grain? (*Yes, the first ingredient is whole oats.*)

Pass out the handout, “Looking for the Whole Grain”.

Pass out grain food labels to each pair of students.

Have students write the name of the product in the box that says “name of product”.

Next, have students look at the front of the box and see what is attracting them to believe that this is a whole grain food. The student should write: *Picture, symbol and/or words.*

Now we will look at the Nutrition Facts: Write the serving size and the amount of fiber. Do you still think you have a whole grain?

Lastly, for the proof! Look at the ingredient list. Write whole grain or enriched. If it says whole grain, you have found a whole grain food. If it says enriched, you have found a food that is a refined grain!

Option 1: Have each pair of students, one label at a time, hold up their label to show the class. By just looking at the front of the label have the class show thumbs up if they think it’s whole grain and thumbs down if they think it is enriched or not whole grain. Have the displaying pair of students disclose whether it is whole grain or not. Some labels are very tricky because they can claim to have whole grain in them but it may not be the first ingredient.

Option 2: Have all students that found a whole grain stand and hold up their label for all of the class to see. Lead discussion about what they observe. The only proof is in the ingredient list!

Challenge

There are two sections on the “Looking for the Whole Grain” activity handout. Have the students take this handout home and shop with their family to find a whole grain choice. If they can’t go shopping they should look in the cupboards at home and teach the family how to find whole grains.

Wash Hands

Recipe/Snack – Happle Bagel

Have a student read the recipe and, as they read, the educator should show the ingredients. The student may continue reading the instructions for making the Happle Bagel Sandwich as you assemble them. Cut the bagel sandwiches: mini bagel serves 4, regular bagel size serves 8. Place on Pizza Cooker or cookie sheet to place into the oven. Have the student continue reading the cooking instructions. After cheese is melted, serve and enjoy.

Review

How many servings of grains do we need each day? *6 ounces – half or 3 should be whole.*

What do grains give us? *Fiber for digestion, Energy and B Vitamins*

What is the difference between a whole grain and a refined or enriched grain? *Whole grains have all three parts – germ, bran and endosperm; whole enriched grains have only the endosperm with some of the nutrients added back into them.*

Pass out Parent Newsletter and stress the importance of sharing the newsletter with their parents. It your way of communicating to them, plus it might have some great recipes for the family to try.

Optional Activity: Farm to Table (activity while waiting for the cheese to melt)

EDUCATOR NOTE: Wear long shirt or tuck in to avoid distracting students by showing midriff.)

Let's pretend to be a kernel of wheat. Ask students to stand up and push in chairs.

1. We are one kernel of wheat. Today we are planted in fertile soil (everyone gets as low to the ground as possible).
 - We are in the ground covered with soil
 - The warm spring sun is shining and there is a gentle spring rain.
2. We sprout (hold pointer finger above head)
 - We grow and grow (stand up slowly)
3. Then our seed head begins to develop (two hand up over head)
4. Now we reach for the sky (stretch)
 - Feel the warm sun
5. The wind begins to blow. It blows from the North (bend to the left) and from the South (bend to the right) and from the East (bend to the front) and from the West (bend to the back).
6. Now it is August and harvest time. Here comes the combine (roll your arms over and over) and then the combine cuts us off (touch your toes).
7. Now we are inside the combine and we have to separate the grain from all the plant (shake your whole body, shake, shake, shake). Before, we were one kernel; now, we are a handful of kernels.
8. Next we go to the grain mill to be ground into flour (push and rub hands together, isometric exercise).
9. Now we are flour. Add water, oil and salt and some yeast. We are dough that needs to be kneaded (make kneading motion).
10. Let the dough rise, push it down and let it rise again.
11. Now we are ready to shape the dough into a loaf, put it in the pan, let it rise and put into the oven to bake.
12. At last we are a yummy loaf of bread. Yum... the smell is so wonderful!!

Writing prompt – Pretend you are a talking label on a cereal box. What would you say to convince the shopper to buy you?

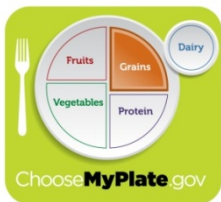
MyPlate

The Grain Group

Dear Family,

This week your child began learning about the Grain Group. Foods from the grain group are an excellent source of B vitamins, iron, and fiber. B vitamins help keep your body healthy and strong. Iron brings the oxygen we breathe to all parts of our body. We need fiber to help keep food moving through our bodies. All plants give us some fiber, but whole grains are especially good sources.

MyPlate says a child between 8 and 13 years old should eat 5-6 ounces from the Grain Group each day.



Grain Group
Make half your grains whole

Whole grains contain the entire grain kernel – the bran, germ and endosperm.

Refined grains have had the bran and germ removed. This removes fiber, iron, and many B vitamins. Most refined grains are enriched. This means certain vitamins and iron are added back.

Different grains make up the foods we eat. In the United States, these grains are wheat, oats, rice, corn, rye and barley. Each grain has a different flavor and is used to make different foods.



Eat Together, Eat Better



Mealtime is a way for families to come together at least once a day. It is a time to talk with each other. Just sitting in the same place together doesn't bring on mealtime memories. Use this time to discuss the

day's activities or what your kids like about the meal. Talk about grains and how many different foods they like that are made with wheat, corn or rice.

It's In the Bag

Remember that whole grain foods give you more fiber and B vitamins in your diet. To find whole grain foods, look on the label for words like "whole grain."



Consider purchasing regular oatmeal instead of the instant kind. It will give you many more vitamins and fiber and much less sugar. Buy whole grain breads, crackers and pasta.

Try buying and eating foods each day using a different grain such as wheat, corn, oats or rice.

Most people feel full longer and eat less when they eat whole grain foods instead of refined grain foods.

Parent –Child Activity

Your child can help find foods that have whole grains in them by reading the labels. Have them look on the ingredient label and find out what grain is used in the products you buy. Can they find one that has a whole grain or more than one grain in it?

Exercise – Be Active!

Being physically active is a key to living a longer, healthier and happier life.

It can reduce stress and provide an overall feeling of well-being.

Physical activity can also help you achieve and maintain a healthy weight and lower risk for illness.

Physical activity and eating right work together for better health.

Being active increases the amount of calories your body uses.

Physical activity means movement of the body that uses energy.

Moderate physical activities include:

- Walking briskly (about 17 minutes per mile)
- Hiking
- Biking (less than 6 minutes per mile)

Vigorous physical activities include:

- Running/jogging (5 miles per hour or 12 minutes per mile)
- Bicycling (more than 10 miles per hour and 6 minutes per mile)
- Swimming (freestyle laps)
- Walking very fast (4 ½ miles per hour or 13 minutes per mile)

Choose to be active!

Nutrients We Need: Grains

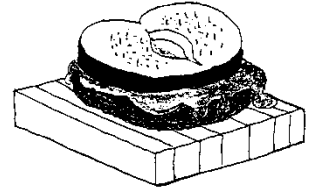
- Grains provide vitamins, minerals and fiber for good health.
- Whole grains, such as whole wheat bread and oatmeal, provide fiber and may help protect you against many disease.
- Fiber-containing foods promote proper bowel function.
- Fiber-containing foods also help provide a feeling of fullness with fewer calories.



HAPPLE BAGEL SANDWICH

Ingredients:

- ½ whole wheat bagel
- 1 slice of cheddar cheese
- 1 apple (green is better)
- Cinnamon



How to make:

1. Slice the apple so that you make a round apple slice.
2. Put the cheese slice on top of the bagel half, put the apple slice on top of that and sprinkle some cinnamon on top.

Cooking:

1. Put in the oven for 5-10 minutes at 350 degrees. But watch to make sure you don't burn it;
2. OR, cook in the microwave oven 20 seconds or until the cheese begins to melt;
3. OR, this sandwich may be eaten without cooking.

BLACKBERRY BRAN MUFFINS

(Makes 12)

- 1 cup wheat bran
- 1½ cups whole wheat flour
- 1 teaspoon baking powder
- 1 teaspoon soda
- ¾ cup milk
- ½ cup molasses or honey
- 2 tablespoons oil
- 1 egg beaten
- Blackberry jam



1. Preheat oven to 400 degrees.
2. Stir together bran, flour, soda and baking powder and set aside.
3. Blend milk, molasses, oil and egg. Add to dry ingredients and stir just until moistened.
4. Fill greased muffin cups 1/3 full. Put teaspoon of blackberry jam in each filled muffin cup and then fill cups to 2/3 full.
5. Bake 15 minutes or until golden brown.

Variations: Dried or fresh fruits could be substituted for the jam; use ¼ cup molasses and ¼ cup apple sauce to replace ½ cup molasses or honey.

This institution is an equal opportunity provider and employer for all.

This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233.

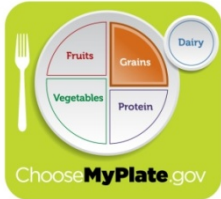
MiPlato

El Grupo de Granos

Estimada Familia,

Esta semana su hijo(a) empezó a aprender acerca del Grupo de los Granos. Los alimentos del grupo de granos son una fuente excelente de vitaminas B, hierro y fibra. Las vitaminas B, ayudan a mantener su cuerpo fuerte y saludable. El hierro lleva el oxígeno que respiramos a todas las partes del cuerpo. Necesitamos fibra para que lo que comemos se mueva en forma adecuada. Todas las plantas nos dan algo de fibra, pero los granos enteros son en especial una fuente muy buena.

MiPlato dice que un niño entre los 8 y 13 años de edad, debe de comer de 5 a 6 onzas del grupo de granos todos los días.



Grain Group Make half your grains whole

Granos Enteros contienen el grano completo – la cáscara o salvado, el germen y el endospermo.

Al refinar los granos se les quita el germen y el salvado. De esta manera se les quita la fibra, el hierro y muchas de las vitaminas B. A la mayoría de los granos refinados se les agrega al final algo de vitaminas y hierro para enriquecerlos.

Los alimentos que consumimos contienen diferentes granos. En los Estados Unidos estos granos son trigo, avena, arroz, maíz, centeno y cebada. Cada grano tiene sabor diferente y es usado para hacer distintos alimentos.



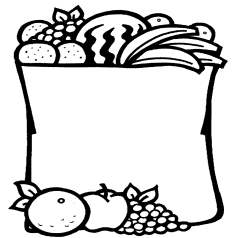
Comer Juntos, Comer Mejor



Por lo menos una vez al día debe la familia reunirse para tomar los alimentos. Es un buen tiempo para conversar. El sólo hecho de sentarse juntos en el mismo lugar nos trae recuerdos. Use este tiempo para dialogar acerca de las actividades del día o que es lo que a sus hijos les gusta de la comida. Hablen de los granos y de los diferentes alimentos que les gustan que están hechos con trigo, maíz o arroz.

Es en la bolsa

Recuerde que los alimentos hechos con granos integrales le dan más fibra y vitaminas B, a su dieta. Para encontrar alimentos con granos integrales busque en la etiqueta “*whole grain*.”



Al comprar avena busque la regular en lugar de la instantánea. Le dará más vitaminas, fibra y mucho menos azúcar. Compre panes de trigo entero, así como galletas saladas y pastas integrales.

Trate de comprar y comer alimentos hechos de granos diferentes cada día, como trigo, maíz, avena o arroz.

La mayoría de las personas se sienten satisfechas por más tiempo y con menos cantidad de comida cuando se consumen granos integrales en lugar de refinados.

Actividad para Padres y Niños

Su hijo(a) le puede ayudar a encontrar alimentos que contengan granos integrales al leer las etiquetas. Haga que lean la lista de ingredientes para saber que granos se han usado en los productos que usted compra. ¿Podrán encontrar alguno que contenga granos enteros o más de una clase de granos?

Ejercítense – Este Activo

una vida larga, saludable y feliz.

Le reduce el estrés o tensión y lo provee de un sentimiento de bienestar.

La actividad física le ayuda también a alcanzar un peso saludable y le disminuye el riesgo de enfermedades.

Mantenerse activo y una dieta saludable son la combinación para tener buena salud.

Al estar activo se aumenta el nivel de calorías que usa su cuerpo.

Actividad física simplemente significa mantener el cuerpo en movimiento para que use energía



Actividades físicas moderadas incluyen:

- Caminar aprisa (17 minutos por milla)
- Ir de excursión
- Andar en bicicleta (menos de 6 minutos por milla)

Actividades físicas vigorosas incluyen:

- Correr, trotar (5 millas por hora o 12 minutos por milla)
- Bicicleta (más de 10 millas por hora o 6 minutos por milla)
- Nadar (estilo libre)
- Caminar muy rápido (4½ millas por hora o 13 minutos por milla)

¡Escoja estar activo!

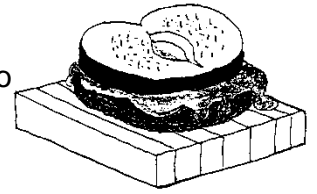
Nutrientes que necesitamos: Granos

- Granos proveen vitaminas, minerales y fibra para tener Buena salud.
- Granos integrales, como pan de trigo entero y avena, nos provee de fibra y nos pueden ayudar a protegernos contra varias enfermedades.
- Alimentos que contienen fibra promueven la función intestinal.
- Las comidas con fibra lo hacen sentirse satisfecho con menos calorías.

SANDWICH DE MANZANA

Ingredientes:

- ½ pan integral
- 1 rebanada de queso amarillo
- 1 manzana (verde es mejor)
- canela en polvo



Como hacerlo:

1. Corte la manzana en rebanadas.
2. Ponga el queso sobre la mitad del pan, después la rebanada de manzana y por último espolvoree con un poco de canela en polvo.

Cocinar:

1. Pongalo en el horno a 350°F por 5 ó 10 minutos. No deje que se queme.
2. Para cocinarlo en el horno de microondas, dejelo por 20 segundos o hasta que el queso se derrita.
1. Si prefiere comalo sin cocinar.

PANECILLOS DE ZARZAMORA Y SALVADO

(Salen 12)

- 1 taza de salvado
- 1 ½ tazas de harina integral
- 1 cucharadita de polvo para hornear
- 1 cucharadita de carbonato
- ¾ taza de leche
- ½ taza de melaza o miel de abeja
- 2 cucharadas de aceite
- 1 huevo batido
- Mermelada de zarzamora



1. Calentar el horno a 400°F.
2. En un tazón revolver salvado, harina, carbonato y polvo para hornear.
3. En otro tazón mezcle leche, melaza, aceite y huevo. Incorpore con los ingredientes secos con suavidad hasta que se humedezcan.
4. Llene ⅓ de los moldes y ponga una cucharadita de mermelada en cada molde. Termine llenándolos hasta ⅔ de su capacidad con el resto de la mezcla.
5. Hornee por 30 minutos o hasta que se doren.

Variaciones: Agregue frutas secas o frescas en lugar de la mermelada; use ¼ de taza de molasas y ¼ de salsa de manzana para substituir la ½ taza de molasas o miel de abeja.

Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.



Looking for **WHOLE** grain

Product Name: _____

Nutrition Facts:

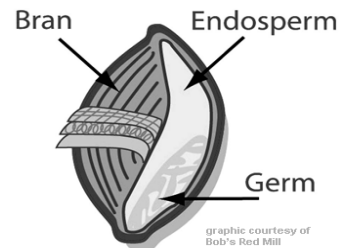
Serving Size? _____

Dietary Fiber? _____

Looking at the front of the package, why do you think it would be healthy?

Proof!

What is the First ingredient on the **Ingredient list**?



Looking for **WHOLE** grain

Product Name: _____

Nutrition Facts:

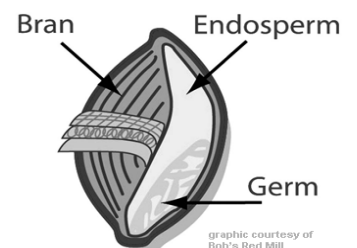
Serving Size? _____

Dietary Fiber? _____

Looking at the front of the package, why do you think it would be healthy?

Proof!

What is the First ingredient on the **Ingredient list**?





Buscando Granos Enteros

Nombre del producto: _____

Hechos acerca de nutrición:

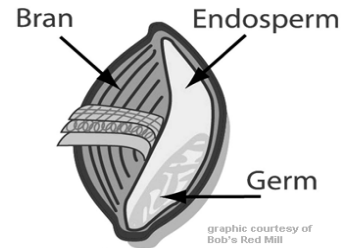
¿Contenido de Fibra? _____

¿Tamaño de Ración? _____

Observando el frente del paquete
¿Piensa que es saludable?

¡Prueba!

¿Cual es el primer ingrediente en la lista de
ingredientes?



Buscando Granos Enteros

Nombre del producto: _____

Hechos acerca de nutrición:

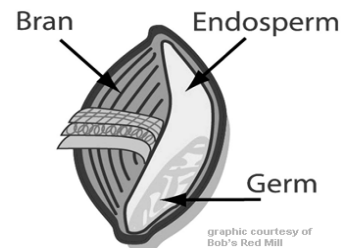
¿Contenido de Fibra? _____

¿Tamaño de Ración? _____

Observando el frente del paquete
¿Piensa que es saludable?

¡Prueba!

¿Cual es el primer ingrediente en la lista de
ingredientes?



WHOLE WHEAT IS GOOD TO EAT AND GOOD FOR YOU!

The words at the bottom of the page are hidden. Can you find them?
They may be written left, right or up and down.

M X Q N G M W I P P R Z V T N O O E H E T J C N N
M T A E V W E R M D N A R T S V B L D S I I J C J
E A A C R E T T N O E V D S A E R L R O G A A T E
C E S N G K I O E T V A X K T I A K M T G Q N A T
G N E S M G I R K L N S E I S O N U E E K A D A S
B E V S F G J P N M B E E P X S S R U D E A Z E M
S T K Q C L E C X X R C S C R L E Y L E I H P T G
L J N W X Y Y N C S A I G A T Y F L T A E Y T T R
N F K O N P H E L R E P S M K O I Y I E O T N S N
S P I A C I P A S N H O G R J N B O B T A D A O G
H I N W Z X M G V S G G T X H S E H K A I L A S T
G S W E E F N N A H G M Y T T N R L T N U E Q I W
Q T U F N H L L P H G E U A I N A S I Y N I S G N
R X K Q C E H B W C L S O W I V A H G N C V Q Q E
F I S P N V N S R R Q C A T T P C R E D A S L T T
H B E L Y S Q W A E N E T N T B E E R G S E E R P
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T G C R E P E P W E U N Z R B S E W E R N T E S L
T F O O P E A C L I Y I R N K I I H J N E V L R C
H A E O E N D O S P E R M I E X Y E P E T T A Y O
D T S T Z F H R Q R I O D Q C G R A I N W F H A I
Y Y G E M W E N A S E S I N L E D T T C K S P Y B

BARLEY
BRAN
BREAD
BROWN RICE
ENDOSPERM

ENERGY
FIBER
GERM
GRAIN
OATMEAL

OATS
POPCORN
SHREDDED WHEAT
WHOLE WHEAT PASTA



ES BUENO COMER TRIGO INTEGRAL ¡Y ES UN GRAN BENEFICIO PARA TI

Las palabras están escondidas al final de ésta página ¡encuétralas!
Pueden estar escritas hacia la derecha o a la izquierda o tal vez hacia arriba o abajo.

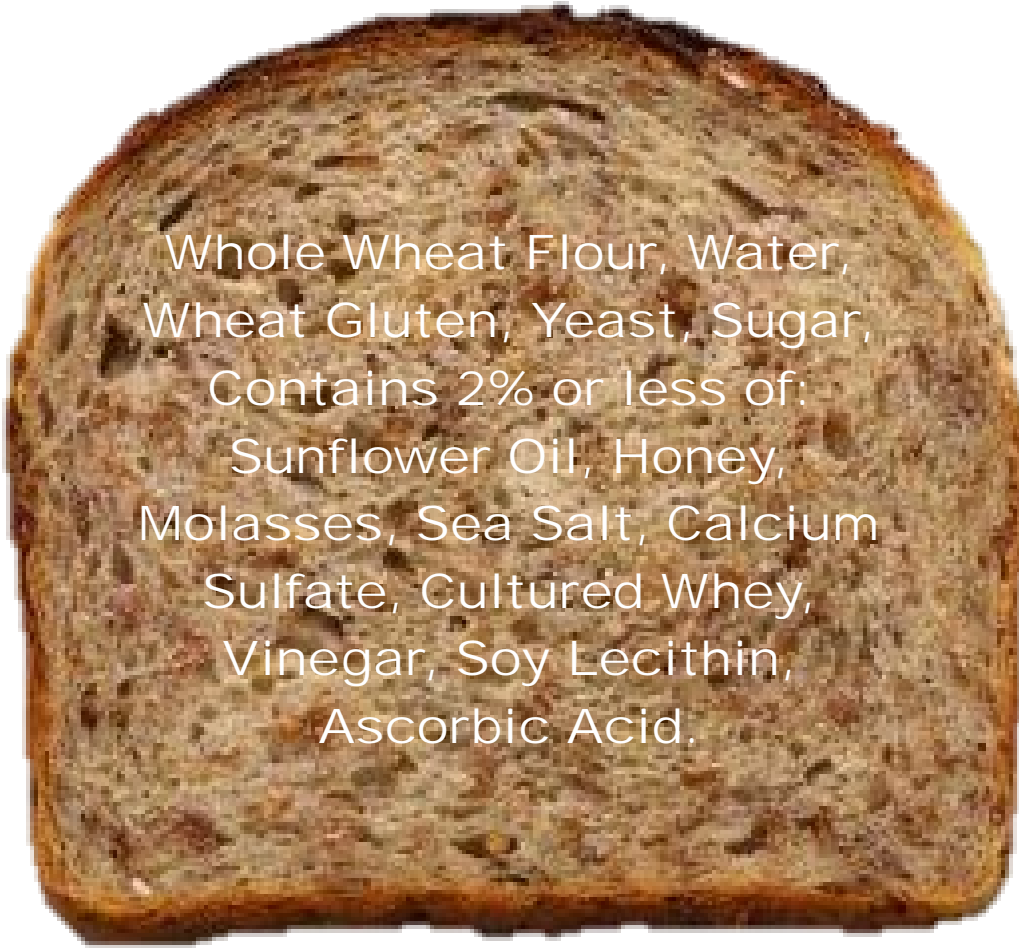
K G N L X R Y N G X F V Q Q V R G T F R U M C C T
I P S P R A B E D Z U D B V O E X O W D Y B O M R
T B E N H W R G S O V F G W I T B Q Y J U T U O K
N S N E R M T H D C X G S K B P A L O M I T A S Y
B F D G E X X L E F R A M G T J Y U Q J B K B L B
U E O N W X I O O A E P X P I L N O F U T J Q L D
F K S K Y A L Z N D U L S J I H Z I K G K H B B P
C Z P V K I R O V Q L K O P Y T J D Y K S E S A N
E S E T V H D P S I X U Z A S Y D C Y V Z H N L N
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P D O V O E G R A N O U Z X P G N Q P F J O W K W
A A E U Y O B P C P U F G M E Y K E A V P H C X V
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A L J T L A R G E T N I Z O R R A C E B A D A A J
E P C X A O O H O J G E V C J R T E A H J H C R Z
S W J E A I E K O O S N L L A Z U J C V I P R B I
O A K H R C N X P T H E N H F L S D P N T I G I F
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A V E N A D L P K F R A O A Z I A O E U X H W W F
W U S R V K O W S H I A J Q T T Y R P P P J P N C
C W K W E Y P G X D E G L C I Q A T T K Z D A M E
H E B R A S D E T R I G O U V B P C H V E Z Z D Q

SALVADO
PAN
ENDOSPERMO
ENERGÍA
AVENA

FIBRA
GERMEN
GRANO
ARROZ INTEGRAL
PALOMITAS

PASTA INTEGRAL
GRANO DE AVENA
CEBADA
HEBRAS DE TRIGO





Whole Wheat Flour, Water,
Wheat Gluten, Yeast, Sugar,
Contains 2% or less of:
Sunflower Oil, Honey,
Molasses, Sea Salt, Calcium
Sulfate, Cultured Whey,
Vinegar, Soy Lecithin,
Ascorbic Acid.



Unbleached Enriched Wheat Flour
(Wheat Flour, Malted Barley,
Reduced Iron, Niacin, Thiamin,
Mononitrate, Riboflavin, Folic
Acid), Water, Crushed Wheat,
High Fructose Corn Syrup, Yeast,
Wheat Gluten, Canola Oil and/or
Soybean Oil. Contains 2% or less
of each of the following: etc.

INGREDIENTS: WHOLE WHEAT FLOUR, WATER, HIGH FRUCTOSE CORN SYRUP, WHEAT GLUTEN, YEAST, CRUSHED WHEAT, CONTAINS 2 PERCENT OR LESS OF THE FOLLOWING: CANOLA AND/OR SOYBEAN OIL, MOLASSES, WHEAT BRAN, SALT, WHEY CALCIUM SULFATE, DOUGH CONDITIONERS (MAY CONTAIN ONE OR MORE OF THE FOLLOWING: SODIUM STEAROYL LACTYLATE, DATEM, SOYFLOUR), MONO-AND DIGLYCERIDES.

INGREDIENTS: ENRICHED
WHEAT FLOUR, WHOLE WHEAT
FLOUR, WATER, HIGH FRUCTOSE
CORN SYRUP, SOFT WHITE WHEAT
FLOUR, BUTTERMILK, OAT FLOUR,
YEAST, CONTAINS 2 PERCENT OR LESS OF
THE FOLLOWING: POTATO FLAKES CANOLA
OIL, SALT, WHEAT GLUTEN, (MAY CONTAIN
ONE OR MORE OF THE FOLLOWING: SODIUM
STEAROYL LACTYLATE, DATEM, SOYFLOUR),
MONO-AND DIGLYCERIDES, ETC.

INGREDIENTS ENRICHED
WHEAT FLOUR, WHOLE
WHEAT FLOUR, WATER,
HIGH FRUCTOSE CORN
SYRUP, SOFT WHITE
WHEAT FLOUR,
BUTTERMILK, OAT FLOUR,
YEAST, CONTAINS 2
PERCENT OR LESS OF THE
FOLLOWING: POTATO
FLAKES CANOLA OIL, SALT,
WHEAT GLUTEN, (MAY
CONTAIN ONE OR MORE OF
THE FOLLOWING: SODIUM
STEAROYL LACTYLATE,
DATES, SOYFLOUR), MONO-
AND DIGLYCERIDES, ETC.

INGREDIENTS: WHOLE
WHEAT FLOUR, WATER, HIGH
FRUCTOSE CORN SYRUP,
WHEAT GLUTEN, YEAST,
CRUSHED WHEAT, CONTAINS
2 PERCENT OR LESS OF THE
FOLLOWING: CANOLA
AND/OR SOYBEAN OIL,
MOLASSES, WHEAT BRAN,
SALT, WHEY CALCIUM
SULFATE, DOUGH
CONDITIONERS (MAY
CONTAIN ONE OR MORE OF
THE FOLLOWING: SODIUM
STEAROYL LACTYLATE,
DATES, SOYFLOUR), MONO-
AND DIGLYCERIDES.

NUTRITION FACTS

Serving Size 1 cup (30 g)

Children Under 4—3/4 cup (20 g)

Amount Per Serving	Cherrios	with 1/2 cup Skim milk
Calories	110	150
Calories from fat	15	20
	% Daily Value**	
Total Fat 2g	3%	3%
Saturated Fat 0g	0%	3%
Trans Fat 0g		
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0.5g		
Cholesterol 0g	0%	1%
Sodium 21 mg	9%	12%
Potassium 200mg	6%	9%
Total Carbohydrate 22g	7%	11%
Dietary Fiber 3g	11%	11%
Soluble Fiber 1g		
Sugars 1g		
Other Carbohydrate 18g		
Protein 3g		

Vitamin A 10% • Vitamin C 10%
Calcium 10% • Vitamin D 10% • Iron 45%

NUTRITION IN ME

3rd GRADE Curriculum

Lesson 3

Nutrition in Me! 3

Lesson #3 – Eat a Rainbow of Fruits and Veggies

LEARNING OBJECTIVES

- Awareness: To understand the importance of eating a rainbow of fruits and vegetables.
- Knowledge: To identify specific nutrients found in fruits and vegetables (Vitamin A and C, fiber, potassium)
- Skills: Name (or identify) fruits and vegetables according to color and correlate to eating a “rainbow of fruits and veggies”.
- Behavior: To increase the amount of fruits and vegetables eaten on a daily basis.
- Target: To understand the importance of eating a rainbow of fruits and vegetables.

SUPPLIES

- Eat Smart Play Hard Poster
- Magnets to hold posters
- Mind in Motion Fit Sticks (Brain Booster Sticks)
- Today’s TARGET laminated sheet for the lesson
- Access to whiteboard and dry erase pen (may need to bring)
- Beach Ball (small blow up)
- Measuring cups (to demo what 2½ cups looks like)
- Food Models (fruits and vegetables that represent a rainbow)
- Tray to display food models
- Juice Containers (100% and fruit flavored juice drinks)
- Dairy Council cards that represent combination vegetable dishes
- Document camera if whiteboard is unavailable.
- Suggested NERI: Eat a Rainbow bookmark (Learning ZoneXpress)

FOOD TASTING SUPPLIES (for Salad in a Bag)

- Vinyl Gloves
- Gallon size zipper bags
- Forks
- Tongs for serving
- Big bowl to dump salad in (it’s easier to serve)
- Spoon for serving dressing
- Premix of fresh salad that represents rainbow of color (dark green lettuce, red tomatoes, orange carrots or bell peppers, yellow summer squash, purple cabbage)
- Homemade Ranch Dressing from recipe provided in Parent Newsletter
- Gallon Zipper bag to store pre-made salad (good way to demo that salad can be made ahead of time)

FOOD TASTING SUPPLIES (for Cauliflower Rice)

- Soup pot to warm pre-made “rice”
- 2.5 oz. pill cups
- Spoons or Forks
- Scoop to serve “rice”
- Food Processor to chop cauliflower
- Skillet with lid to prepare cauliflower rice

FOOD TASTING SUPPLIES Confetti Salad

- Container to store salad
- Knife
- Food Processor to grate carrots
- Measuring spoons
- Measure cups
- Spoon to serve rice
- 2.5 oz. pill cups to serve

HANDOUTS

- Parent newsletter
- Worksheet-Eat a Rainbow of Fruits & Vegetables
- Fruits and Vegetables Chart
- Writing Prompt – New and Tasty Ways to Eat My Veggies! (If unable to complete in class, use as the writing prompt).

PREP TIME

- 45-60 minutes to prepare Food Tasting (does not include shopping)
- 15 minutes to gather teaching supplies (does not include drive time)
- Before class begins:
 - Shop for ingredients for snack
 - Blow up beach ball
 - Copy handouts
 - Gather needed supplies for lesson (see above)

EVALUATION METRICS

- Why is it important for your body to eat a rainbow of fruits and vegetables? For the vitamins and minerals.
- What were the vitamins and mineral that we learned about today? Vitamins A & C and potassium.
- What are their jobs in our body?
- Who would like to share one way they are going to eat a vegetable this next week?

EDUCATOR NOTES

LESSON FLOW (45-minute lesson)

- Review of previous lesson “Whole Grain Detectives”
- Introduction of Lesson
- Activity #1: Rainbow of Fruits and Veggies (Beach Ball Game) (Skill objective)
- Activity #2: Why Our Bodies need Fruits and Veggies (Knowledge objective)
- Activity #3: Brain Booster (Knowledge & Behavior Objective)
- Activity #4: Serving Sizes of Fruits and Vegetables (Knowledge)
- Activity #5: Brainstorm Tasty Ways to Eat Veggies
- Activity #6: Charting Fruits and Vegetables (if time allows to teach how to fill out)
- Activity #7: Food Tasting
- Activity #8: Review of Lesson

EDUCATOR HINTS AND TIPS

- Prior to each lesson hang up the Eat Smart Play Harder Poster from NASCO.
- Please refer to the educator hints that are in the scripted outline.

- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.
- Each lesson has a **riddle** to introduce the lesson. Source is My Plate Builder Game for Grades 2-3 purchased from EduPress.

TEACHER INVOLVEMENT

- During Beach Ball activity, have teacher write down responses.
- Teacher can participate in brainstorm to eat veggies activity.
- Have the teacher share his/her favorite vegetable and fruit.

FOOD SAFETY

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

ALLERGY ALERTS

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. Whenever possible, the nutrition educator will modify food tasting snack; i.e., remove cheese from wrap or provide a small serving of fruit for fruit parfait (dairy allergy).

TEACHER OUTLINE (SCRIPTED)

Review of Lesson #2, "Whole Grain Detectives"

Start off with the general state of:

- Last week our target for our lesson was recognizing the difference between whole grains and refined grains. What do you remember?

Below are some points for the students to remember:

- How many servings of grains do we need each day? *6 ounces*
- Half of those grains should be.... *whole grain*
- Why do we need to eat grains every day? *For the energy*
- What's the difference between a whole grain and a refined grain? *Whole grains have all three parts of a grain and have more fiber, where refined grains may not have as much fiber.*
- How do we make sure the grain we are eating is a whole grain? *By looking at the first ingredient on the ingredient list of the grain product.*
- Did anyone find a whole grain at home? How about at the grocery store?

HOMEWORK: Did anybody look for a whole grain food at the grocery store or your cupboard at home? What did you find?

Jump Rope Challenge

- Please refer to instruction sheet for week #3.

INTRODUCTION

Today we are going to talk about Fruits and Vegetables. (Refer to the Eat Smart Play Hard Poster)

Riddle: What vegetable has a name that can also be a verb meaning "to pound or crush"? Squash

If I cover up half of the plate (covering the right side of the MyPlate on poster) what is left? Yep, fruits and vegetables!

And which section is bigger? The vegetables!

So what does that tell you about vegetables? That you need more servings throughout the day than fruits.

A great goal to have during your meals is trying to make ½ your plate fruits and veggies. And if there isn't fruit being served at a particular meal then your plate should be half... (Prompt the students to give you the answer) vegetables!

EDUCATOR NOTE: Try to refer to their plate at school if they eat the school lunch; It's easy to make your plate (tray) have fruits and veggies because it is already prepared for you. You just need to dish it up and eat it!

So today we will be learning why it is important to eat fruits and vegetables, how many serving we need of each and also discover fun ways we can eat vegetables. **(Place target on whiteboard for students to see.)**

But before we start, do you think it is important to wash fruits and vegetables before we eat them? Why? To remove dirt/soil and bacteria that may make us sick.

EDUCATOR NOTE: Do not get into a discussion of pesticides and chemicals on plants; just acknowledge that it's a reason why to wash produce.

Activity #1: A Rainbow of Fruits and Vegetables (Beach Ball activity)

Supplies needed: Beach Ball, whiteboard and pen, or document camera and paper.

Teacher Involvement: Have teacher write student responses on board during game.

Fruits and vegetables come in many different colors. Can you name some of the colors? Red, orange, yellow, green, blue, purple, white and brown are the typical colors. Write the colors on the board as the students name them.

We are going to play a "game" using a beach ball.

Rules of the Game

1. Arrange students in a large circle around their desks, or in some other arrangement that will accommodate the classroom setting.
2. A student will toss (refer to educators note) the beach ball to another student, and the student who catches it must come up with a fruit or vegetable that corresponds with the color list the class just created. For example green lettuce.
3. After naming the food then that student will toss the ball to another student and they will come up with a colored fruit. So the students need to alternate vegetable and fruits.
4. You cannot repeat. If yellow banana has been named you cannot say it again.
5. Once a student has had a turn, they must have a seat, then that way we know who has not had a turn yet.
6. The nutrition educator will write the fruits and vegetables on the white board as the students name them.

EDUCATOR NOTE:

- Demo how to "toss" – underhand and a light toss, not overhand and forceful.
- Demo how to play – toss the ball to a student; they need to come up with a fruit or vegetable (yellow banana), have them toss it back to you and you name a vegetable (white onion).
- Another helpful hint is to have the student name the student they are going to toss to so that person can anticipate catching it.
- At the end of the game if you see a color that needs a few more examples, ask for additional ideas from the students.

Activity #2: Why our Bodies Need Fruits and Vegetables

Wow! We made a great list of fruits and vegetables. This list reminds me of something we see in the sky when it's sunny and rainy at the same time. Do you know what it is? A RAINBOW!

When we eat our fruits and vegetables throughout the week it is important to try and eat a rainbow of fruits and vegetables because color means vitamins. Write on board color=vitamins.

When we eat fruits and vegetables we are providing nutrients that our body needs to stay healthy and strong. The nutrients we will learn about are Vitamins A and C, potassium and fiber.

Vitamin A:

- Is an important nutrient because it is good for our eyes. Vitamin A is found in dark green leafy vegetables and orange vegetables.
- Did we list any orange vegetables on the board? Carrots, sweet potatoes, yams, and pumpkin.
- To help us remember what vitamin A is good for we are going to do this: Demonstrate the sign language for the letter A, and then say "Vitamin A is good for our eyes." and point to your eye when doing so.

Vitamin C:

- This vitamin is really a SUPERPOWER vitamin because it helps with so many things (processes) in our body.
- One process is that it aids in keeping our skin healthy by keeping it soft and beautiful looking and aids in tissue repair when you get a wound on your skin. (like scrapping your knee)
- Another SUPERPOWER is keeping our Immune System in tip top shape. The Immune system is what helps our body from becoming sick, or if we do become sick hopefully not for very long because your Immune System is being boosted with Vitamin C that you are eating!
- One more SUPERPOWER that Vitamin C does is helping in the absorption of Iron in the blood. Iron help carry oxygen to your muscles and organs throughout your body. So pretend Iron is a car in your bloodstream and the passenger is oxygen. Iron drives around and delivers oxygen to the muscles and organs in your body.
- To help us remember what Vitamin C does we are going to use the sign language for the letter C and say: "Vitamin C is good for our skin!" and hook the C on your wrist to represent the skin.
- We can find Vitamin C in lots of fruits (like citrus) and strawberries and lots of vegetables such as peppers, tomatoes and cauliflower.
- Who can name a citrus fruit? Oranges, grapefruit, cuties, lemons and limes.

Potassium:

- Is an amazing mineral that helps our muscles expand and contract and can help prevent muscle cramping.
- Potassium also keeps our heart muscle in shape and keeps our blood pressure in check.
- Potassium is found in a fruit that monkeys love to eat... bananas, and is also found in cantaloupe, grapefruit, pears and potatoes.

Activity #3: A brain booster!

Supplies: Brain Booster sticks (green sticks are strength training).

Do an exercise that involves contracting a muscle group. Examples on the sticks include squats, side lunges, pushups, crunches, and front lunges. Refer to the mineral Potassium and how it will aid in contracting that muscle group. Hopefully it will get their heart pumping too!

Activity #4: Serving Sizes of Fruit and Vegetables

Supplies: Measuring cups and food models.

So how much do we need of each food group?

- Let's start with vegetables first. We need about (5) ½ cup servings of vegetables every day. How many cups in total would that be? About 2½ cups. (Show what 2½ cups looks like by showing measuring cups).
- Does that look like a lot of vegetables to you? Since we don't carry around measuring cups, we can cup our hands together and that is about ½ cup.

- Here is where you can show your food models on what a ½ cup of vegetables looks like. Remember it takes 1 cup of salad to equal 1 serving of vegetables.
- Now let's talk about Fruit. Since this section of the plate is smaller, that means we need less servings. We need to have a total of 3 servings throughout the day. So a piece of fruit, such as a banana, counts as a serving, but to measure berries, it's still a half a cup.

EDUCATOR'S NOTE: The food models are smaller portioned than what is typically found in the produce section at the grocery store. You may want to mention this to the students and that if they choose to eat an entire large apple, then count it as 1½ serving of fruit rather than waste part of the apple.

- Another way we can get a serving of fruit is through juice, however there has to be a magic number on the cover of the container.
- Does anyone know what that number is? Yes, 100% Juice has to be on the container in order for it to be considered a serving of fruit.

EDUCATOR'S NOTE: If students are confused on % and what it means, compare it to money. \$1.00 = 100%, so if a juice says it only has 5% juice, then that is only 5 cents out of \$1.00.

- One more thing about juice is that it is best to only have one of your servings of fruit be juice per day, because there is something missing in the juice that the fruit has. Can you figure out what it is? FIBER!
- Do remember in the grain lesson we talked about fiber? Why is fiber so important? Acts like a broom and sweeps out our digestive system.

EDUCATOR'S NOTE: It is helpful to hold up the food model of an orange and the orange juice container while asking the above question.

Activity #5: New and Tasty Ways to Eat Your Veggies

Supplies: Handout, pencil and Dairy Council cards showing examples of combination foods that include vegetables.

Teacher Involvement: The teacher can participate with this activity as well.

EDUCATOR'S NOTE: At this point in your lesson, check the time. If you have enough time, complete the entire activity in class. If time is running short, the handout needs to be done as homework. The handout is replacing the writing prompt for the week.

Which food group is more difficult for you to get all of your servings in a day? Have them raise their hands for fruits, then vegetables. The prediction is vegetables.

What are ways we can eat our vegetables? Have them give you some ideas: raw/fresh, roasted, grilled, steamed, baked, boiled and dried.

These are great ways to eat our vegetables, but there are so many unique and tasty ways we can get our five servings of vegetables in every day.

Show some pictures and/or poster of examples that we can eat our vegetables.

- Spaghetti: What is the main vegetable in spaghetti? Tomatoes, plus you could easily add some other veggies to the sauce such as zucchini, onions or sliced carrots.
- Stir-Fry: Add your favorite veggies to this dish!
- Soup: What was the soup I served you last year in 2nd grade? Hamburger veggie soup and look at all the veggies that were in that soup and you loved it!

So now it's your turn. In your table groups I would like you to brainstorm or brain dump creative ways you can eat your veggies. Maybe your Mom or Dad has a great recipe that you like that includes vegetables, or maybe your Grandma has an awesome casserole, but it doesn't include any veggies. What veggie would you suggest to

add to her dish? Write these down on the worksheet provided and after 5 minutes we will get back together as a class and share what we came up with.

EDUCATOR'S NOTE: When students are sharing, they need to be actively listening because they will be required to write down one idea someone shared on their handout.

Other ways include pizza, soups, and casseroles such as Chicken, broccoli Bake, fried rice, sweet potato fries, scrambled eggs or omelets, pasta salads and pasta dishes such as lasagna, salads, chili, wraps.

Activity #6: Fruit and Vegetable Chart as optional homework (if time allows)

Supplies: Fruit and Vegetable Chart

- If students have this chart completed when you visit the classroom next they can earn a bookmark, but they cannot be filling it out as you are walking in the door for the next lesson. Emphasize that it is important to keep track every day. As an example, tell the students that you have a hard time remembering what you ate the day before, so it is important to keep track daily.
- Suggested bookmarks for next lesson: Eat a rainbow of fruits and vegetables!

Activity #7: Snack Suggestion List (up to educator's discretion)

Supplies: Please refer to supply list.

- Salad in a Bag with Dunk 'N' Munch veggie dip thinned with milk
- Cauliflower Rice
- Confetti Salad

Activity #8: Review of Lesson

EDUCATOR NOTE: The lesson review can be done while the students are eating their snack.

- Why is it important for your body to eat a rainbow of fruits and vegetables? *For the vitamins and minerals.*
- What were the Vitamins and mineral that we learned about today? *Vitamins A & C and potassium.*
- What are their jobs in our body?
- Who would like to share one way they are going to eat a vegetable this next week?

Hand out Parent Newsletter and remind students how important it is to share the newsletter with their parents. The newsletter will show their parents what they learned in class today and it includes some great recipes to try together.

Writing Prompt: New and Tasty Ways to Eat My Veggies. It is required homework if was not completed in class.

Recipe for Cauliflower Rice

1 large head cauliflower, cut into florets
3 tbsp. olive oil
½ onion, finely chopped
1 carrot, peeled and finely chopped
2 cloves garlic, minced
½ cup chicken broth
1 tbsp. minced cilantro
½ tsp. salt
½ tsp. pepper

1. To “rice” the cauliflower, place half of the florets in a food processor and pulse into rice like consistency, 15-20 pulses. (Don’t over crowd the cauliflower in the food processor, and don’t over pulse or the florets will get mushy.) Repeat to rice the remaining florets. If you do not have a food processor, finely chop the cauliflower florets.
2. In a large skillet, melt butter or olive oil over medium heat and swirl to coat bottom of pan. When the oil is hot, add onion and carrot and cook, stirring, until onion is translucent, 2 to 3 minutes. Stir in the garlic and cook until the garlic is aromatic, about 1 minute.
3. Add the “riced” cauliflower to the skillet and mix thoroughly with the rest of the vegetables. Add the chicken broth, cover the pan with a lid, and steam until you've arrived at a rice-like consistency, about 12-15 minutes. (The cauliflower should be tender, but not mushy.)
4. Remove the pan from the heat and mix in the chopped cilantro. Adjust the seasoning with the salt and pepper.

From: The Whole 30 Cookbook, by Melissa Hartwig and Dallas Hartwig
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Confetti Salad

1 to 2 carrots, grated
2 apples, chopped
½ cup raisins
2 tbsp. lemon juice
2 tbsp. orange juice
1 tbsp. Honey

1. Place grated carrots, and chopped apples in a medium mixing bowl.
2. Mix lemon juice, orange juice and honey together until honey is dissolved. Add juice mixture to carrot mixture.
3. Toss with raisins and serve.

Eat a Rainbow of Fruits and Vegetables

Dear Family,

This week your child learned about the importance of eating fruits and vegetables.

Vegetables come in six colors! Ask your child to tell you the names of a red, orange, yellow, green, purple and white vegetable.

Vegetables are high fiber foods. They are also good sources of vitamins A and C. Most people eat three or fewer vegetables a day. MyPlate says a child should enjoy 2½ cups of vegetables each day.

In general, 1 cup of raw or cooked vegetables or vegetable juice or 2 cups of raw leafy greens are equivalent to 1 cup from the vegetable group.



Fruits can be eaten in many forms: fresh, frozen, canned, whole, sauce and juice. In general, 1 cup of fruit or 100% fruit juice or ½ cup dried fruit is equivalent to 1 cup from the fruit group.

MyPlate says a child should eat 1½ - 2 cups of fruit each day. Be careful when selecting fruit juices. Real fruit juice has 100% juice and no added sugar. Juice drinks or beverages are high in sugar. Juice drinks will have 1% to 40% real juice. Read the labels to see the amount of juice and sugar.

Parent – Child Activity

To get your child to eat more fruits and vegetables, take a trip to the produce section of your grocery. Look at the many kinds of vegetables and fruits. Buy a vegetable new to your child or family. For example, **jicama** is a fun and tasty vegetable when peeled and cut into sticks.

Eat Together, Eat Better

A good part of family meals is talking to each other. A good family conversation means grownups really listen to what kids have to say.



Questions that can help start a good meal-time discussion:

- Talk about what your kids did that day. What was the best thing that happened to you today? The worst thing? The funniest? Ask your child what is one thing she or he learned today?
- If we could spend all day together as a family, what would you like to do?
- If you could ask a famous person over for dinner, who would it be? Why?

It's in the Bag

When shopping for fresh vegetables, look for



deep, dark color. The vegetables with the darkest color are better for you. Eat more dark green veggies, like broccoli, spinach, and other dark leafy greens and more orange veggies, like carrots and sweet potatoes.

Pick vegetables that are in season, are firm and with no cuts or bruises.

Frozen and canned veggies are healthy choices too. Consider buying a different vegetable each week that match the colors of the rainbow.

Fresh fruit is cheaper than packaged fruits. For example, fresh bananas cost an average of 69¢ per pound. But one package of pre-cut fruit will cost you about \$1.50 per pound.

Food Safety Tip: Always wash fresh fruit before eating! This includes fruits with a peel that you remove, such as oranges or melons. Washing removes dirt, germs or other contaminants. Wash fruit under running water, and **DO NOT USE SOAP**. Dry with a paper towel.

Exercise

Exercise should be fun for everyone!

The goal should be to get at least 60 minutes of physical activity every day. You can divide the 60 minutes into smaller portions to fit your lifestyle.

Here are some great ways for your family to exercise together:

- Walk around the neighborhood after dinner.
- Take a family hike.
- Play games such as plastic horseshoes, Frisbee, softball, tug-of-war, Nerf football, kick ball, soccer, jump rope, hula hoop and tag.
- Turn on music and dance around the living room.
- Household chores can be a family exercise time – bending when sweeping and stretching to wash windows.



Nutrients We Need: Vitamin A and C

Vitamin A helps:

- Keep skin smooth
- Children's bones grow
- Keep hair healthy

Vitamin C helps:

- Keep our gums healthy
- Heal cuts and bruises
- Protect from infections

Dark green and deep yellow vegetable such as carrots, broccoli and spinach have lots of vitamin A. You cannot get too much vitamin A from foods.

Vitamin C is found mostly in citrus fruits like oranges, kiwi, grapefruits and lemons; also, strawberries and melons.

British sailors are called "limeys" because years ago they ate limes to prevent illness from too little vitamin C. The illness was called scurvy.

Did you know? In 1893, the Supreme Court ruled that tomatoes are a vegetable, because they are eaten during the main part of the meal, rather than a dessert, like cake or ice cream. However, because of the way they are grown, tomatoes are actually a fruit!

Dunkin' Munchin' Vegetables!

Delightful Dip

- 1 cup cream-style cottage cheese
- ¼ cup mayonnaise
- 6 tablespoons milk
- 1 teaspoon dried dill weed
- 1 teaspoon minced dried onion
- ½ teaspoon salt

Put the cottage cheese in the bowl. Mash it with a fork until it is fairly smooth. Add the mayonnaise, milk, dill weed and dried onion, stir. (Hint: Use a blender to make smoother dip.) Serve with fresh vegetables.

Salad in a Bag

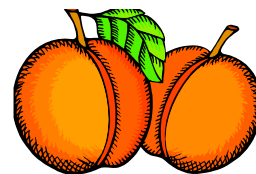
Children enjoy making their own food and research says that when they are involved in food preparation, they learn to eat a better variety of foods. This Salad in a Bag recipe reinforces the need for a variety of vegetables each day.

Choose a variety of vegetables from all the parts of the plant. Carrots are from the root, lettuce greens and spinach are leaves, celery is the stem and the flowers are broccoli and cauliflower. Additional items to add to the salad mix could be cherry tomatoes, peppers, black or kidney beans and corn.

Take small amounts of each vegetable and put them into a sealable bag. Add dressing and shake for a tossed salad. This is also a great way to take a salad for lunch or on a picnic.

Crunchy Peach Delight

- 2 cans (15 oz.) peaches, drained and diced or fresh peaches
- 2 teaspoons lemon juice
- ¾ teaspoon cinnamon
- ⅓ cup brown sugar
- ⅔ cups rolled oats
- 2 tablespoons margarine, melted
- 2 tablespoons flour



1. Place diced peaches in an 8x8 inch baking pan that has been sprayed with nonstick cooking spray. Sprinkle with lemon juice.
2. In a small bowl, combine the remaining ingredients. Spread over peaches.
3. Bake at 375 degrees for 30-35 minutes.

This institution is an equal opportunity provider and employer for all.

This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233.

Como frutas y vegetales con los colores del arco iris

Estimada Familia,

Esta semana tu hijo aprendió sobre la importancia de comer frutas y verduras.

Pida a su estudiante que le de el nombre de un vegetal rojo, anaranjado, Amarillo, verde, morado y blanco.

Los vegetales tienen un alto contenido de fibra y son buenas fuentes de vitaminas A y C. En este país generalmente se consumen tres o tal vez menos vegetales al día. MiPlato dice que un niño debe de comer 2½ tazas de vegetales cada día.

En general, 1 taza de vegetales crudos o cocidos, o jugo de vegetales; o 2 tazas de verduras de hoja verde, son el equivalente de 1 taza del grupo de vegetales.



La fruta se puede consumir de muchas maneras: fresca, congelada, enlatada, entera, en salsa y en jugo. En general, 1 taza de fruta o 100% jugo de fruta, o ½ taza de fruta seca equivale a 1 taza del grupo de la fruta.

MiPlato dice que un niño debería comer 1½ a 2 tazas de fruta cada día.

Sea cuidadoso cuando seleccione los jugos de frutas. El jugo de fruta debe ser 100% jugo y no tener azúcar añadida. Las bebidas de frutas tienen 1% a 40% de real jugo. Lea las etiquetas para ver la cantidad de jugo y azúcar.

Actividad para Padres y Niños

Para motivar a su hijo a comer más frutas y vegetales, llévelo a la sección de verduras en la tienda que le gusta. Fíjese en la gran variedad de vegetales y frutas. Compre un vegetal nuevo ya sea desconocido para el niño o para toda la familia. Por ejemplo jícama, es un vegetal que es divertido y sabroso cuando esta pelado y cortado en tiritas.

Comer Juntos, Comer Mejor

Una buena parte de las comidas familiares es el poder conversar entre sí. Una buena conversación familiar significa que los adultos escuchan lo que los niños dicen.



Estas preguntas pueden ayudar a comenzar una buena conversación:

- Pregunte que fue lo que hicieron durante el día. ¿Qué fue lo mejor que le sucedió? ¿Lo peor que le sucedió? ¿Lo más divertido? ¿Qué fue lo que el o ella aprendió hoy?
- ¿Si pudieran pasar todo el día en familia, que les gustaría hacer?
- ¿Si pudiera invitar a una persona famosa a cenar, quien sería y porque?

Es en la bolsa

Cuando compre vegetales frescos, busque los de color fuerte. Los vegetales con más color son más ricos en nutrientes.

Consuma más vegetales de color verde oscuro como brócoli, espinaca y otros del mismo color; también busque vegetales color naranja como zanahorias y camotes.

Escoja vegetales que estén en cosecha, que sean firmes y que no tengan golpes o magulladuras. Los vegetales congelados o enlatados son buenos también.



La fruta fresca es más barata que la que esta cortada y empacada. Un ejemplo, los plátanos cuestan alrededor de 69¢ por libra, pero un paquete de fruta cortada le cuesta cerca de \$1.50 por libra.

Seguridad en los Alimentosve: Lave siempre las frutas antes de comerlas. Esto incluye las frutas con cascara como las naranjas y los melons. Al lavar las frutas se remueven la tierra, los gérmenes y otros contaminantes. Lave siempre bajo el chorro del agua corriente y **no use jabón**. Séquela con servilleta de papel.

Ejercicio

El ejercicio debe ser divertido para todos!

La meta debería de ser por lo menos 60 minutos de actividad física cada día. Se pueden dividir los 60 minutos en segmentos que se ajusten a su estilo de vida.

Estas son unas ideas para que se ejercite toda la familia:

- Camine alrededor del vecindario después de la cena.
- Tome una excursión de familia.
- Use juegos como herraduras de plástico, tirar el disco, béisbol con pelota blanda, tirar de la cuerda, fútbol, patear la pelota, brincar a la cuerda, hula, hula y alcánzame y tócame.
- Ponga música y baile en la sala de su casa.
- Las labores del hogar pueden ser un buen ejercicio para toda la familia, agacharse cuando barre, estirarse para lavar ventanas, etc.



Nutrientes que Necesitamos – Vitamina A y C

La vitamina A ayuda a:

- Que los ojos se adapten a la oscuridad
- Mantiene la piel suave
- Los huesos en los niños crecen
- Mantiene saludable el cabello

La vitamina C ayuda a:

- Mantener sanas las encías
- Curar las heridas y los raspones
- Nos protegé contra las infecciones

Los vegetales de color verde oscuro los de color amarillo intenso como las zanahorias, el brócoli, y las espinacas tienen mucha vitamina A. No se puede obtener demasiada vitamina A de los alimentos.

La vitamina C se encuentra principalmente en las frutas cítricas como naranjas, kiwi, toronjas y limones; también fresas y melons.

A los marineros británicos se les llamaba “limeys” porque hace muchos años ellos comían limas para prevenir la enfermedad por deficiencia de vitamina C. Esta enfermedad se llama escorbuto.

¿Sabía Usted? En 1893, la Suprema Corte dijo que el tomate es un vegetal, porque se acostumbra comerlos durante la parte principal de la comida, en vez de postre, como el pastel o la nieve. Sin embargo, por la manera en que crecen al cultivarlos, los tomates son frutas.

Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

¡Dunkin’ Munchin’ Vegetales!

Aderezo Delicioso:

- 1 taza requesón estilo crema
- ¼ taza mayonesa
- 6 cucharadas de leche
- 1 cucharadita de eneldo seco
- 1 cucharadita cebolla seca picada
- ½ cucharadita sal

Ponga en la licuadora requesón, mayonesa, leche, eneldo y cebolla, hasta que este suave. Sirva con vegetales frescos.

Ensalada En Una Bolsa

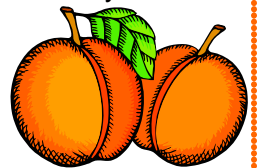
De acuerdo a las últimas investigaciones cuando los niños están envueltos en la preparación, ellos disfrutan y aprenden a comer una mayor variedad de alimentos. Esta receta de Ensalada en una Bolsa, reafirma la necesidad de ingerir cada día una variedad de vegetales.

Escoja vegetales variados de todas las partes de la planta. Zanahorias son raíces, lechuga, vegetales de hoja verde como espinacas son hojas, apio es el tallo y las flores son brócoli y coliflor. Adicionalmente puede agregar a la mezcla de la ensalada tomates “cherry”, pimientos morrones, frijoles negros, judías y elote.

Ponga pequeñas cantidades de cada vegetal en la bolsa. Añada aderezo y agítela para que se cubran los vegetales con el aderezo. Ensalada en una Bolsa, es una magnífica idea ya sea que la lleve para el almuerzo o para un día de campo.

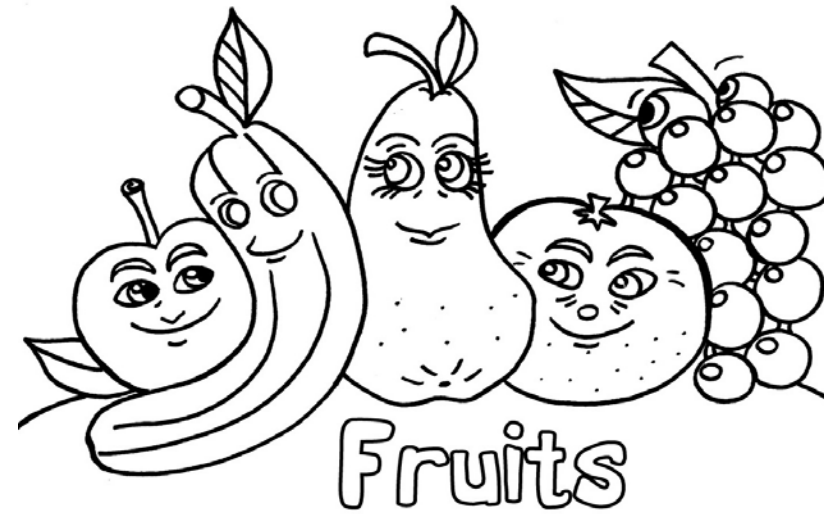
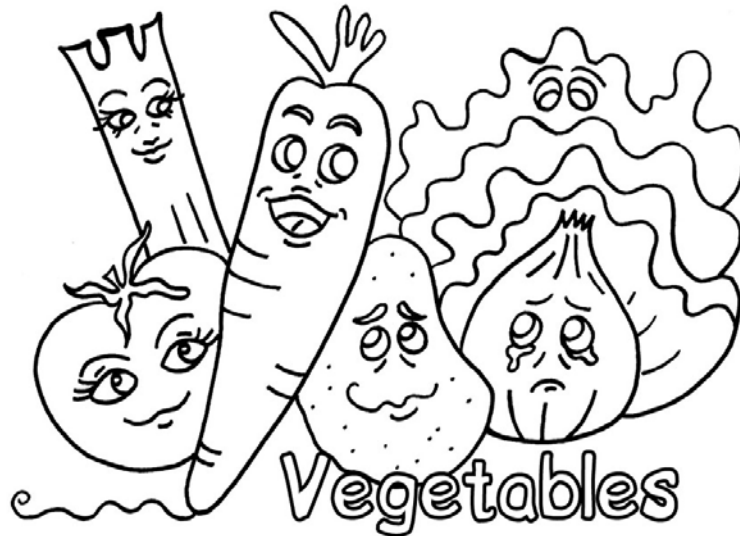
Deliciosos Crujientes Duraznos

- 2 latas (15 onzas) duraznos, escurridos y en cuadritos o duraznos frescos
- 2 cucharaditas jugo de limón
- ¾ cucharadita canela
- ⅓ taza de azúcar morena
- ⅔ tazas de hojuelas de avena
- 2 cucharadas de margarina, derretida
- 2 cucharadas de harina



1. Coloque los cuadritos de durazno en un molde para hornear de 8x8 pulgadas, que haya sido rociado con aceite en aerosol para cocinar. Rocíe el jugo de limón.
2. En un tazón pequeño, combine el resto de los ingredientes y espárzalo sobre los duraznos.
3. Hornee a 375°F de 30 a 35 minutos.

VEGETABLES AND FRUITS ACTIVITY CHART



See how many vegetables and fruits you can eat over one week's time!
 Color a green box for each serving of vegetables and a red box for each serving of fruit eaten every day.

hellokids.com

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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Enjoy this challenge with your family and bring this chart back to school your next Nutrition Class day!

EAT A RAINBOW OF FRUITS AND VEGETABLES

RED	ORANGE	YELLOW	GREEN	PURPLE	WHITE
<p><u>Vegetables</u> Radish Red pepper Tomatoes</p> <p><u>Fruits</u> Grapefruit Watermelon Red apples Raspberries Cranberries Cherry</p>	<p><u>Vegetables</u> Pumpkin Squash Carrots Sweet potatoes</p> <p><u>Fruits</u> Peaches Apricots Cantaloupes Nectarines Oranges Tangerines Papaya Mangoes</p>	<p><u>Vegetables</u> Yellow pepper Corn</p> <p><u>Fruits</u> Lemon Star fruit Yellow apple</p>	<p><u>Vegetables</u> Broccoli Brussels sprouts Cabbage Asparagus Bok Choy Green beans Cucumbers Peas Green pepper Spinach Zucchini Celery Kale</p> <p><u>Fruits</u> Gooseberries Lime Kiwi Honeydew</p>	<p><u>Vegetables</u> Eggplant Beets Purple Cabbage Purple Onion</p> <p><u>Fruits</u> Grapes Blueberries Prunes Boysenberries Huckleberries Blackberries Plums</p>	<p><u>Vegetables</u> Garlic Jicama Onion Parsnips Cauliflower Turnips Potatoes</p> <p><u>Fruits</u> Banana Pear</p>

EAT MORE FRUITS AND VEGETABLES

Eat a variety of food groups from all the food groups every day. Check the strategies you will try:

- ✓ Keep cleaned fruits and vegetables in the refrigerator – ready to eat.
- ✓ Have vegetables with low-fat dip for a snack.
- ✓ Drink 100% fruit juice instead of fruit-flavored drinks or soda pop.
- ✓ Have fruit for dessert.
- ✓ Keep a bowl of apples, bananas and/or oranges on the table.
- ✓ Order veggies toppings on your pizza.
- ✓ Enjoy fruit smoothies for breakfast or snacks.
- ✓ Pack fresh or dried fruits for quick snacks.

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New and Tasty Ways to Eat my Veggies!

In class directions: In your small groups, brainstorm some fun ways you can eat your vegetables. Write down your ideas. Sharing is encouraged! The following questions will get you started. Be prepared to share!

At home directions: Sit down with a family member and brainstorm fun ways you can eat your vegetables. Write down your ideas. The following questions will get you started. Make sure to bring this assignment back to our next nutrition lesson to share with your class.

Do you have a favorite meal that you eat with your family? Does it include veggies? If not, what veggies could you add?

What would be two vegetables you would try on your pizza?

Make a list of veggies you would like to snack on. Would you eat them plain? Besides ranch dressing, what other dip could you try?

What is your favorite soup? Does it include veggies? What could you add to jazz up the vegetable factor?

What is your favorite casserole? How could you add more vegetables?

Additional Ideas

What is one vegetable idea you heard from one of your classmates that you would like to try?

Cauliflower Rice

- 1 large head of cauliflower, cut into florets
- 3 tbsp. olive oil
- ½ of an onion, finely chopped
- 1 carrot, peeled and finely chopped
- 2 cloves garlic, minced
- ½ c. chicken broth
- 1 tbsp. cilantro, minced
- ½ tsp. salt
- ½ tsp. pepper



Directions:

1. To “rice” the cauliflower, place half of the florets in a food processor and pulse into rice-like consistency, 15-20 pulses (Don’t over crowd the cauliflower in the food processor and don’t over pulse or the florets will get mushy). Repeat the process to rice the remaining florets. If you do not have a food processor, finely chop the cauliflower florets.
2. In a large skillet, melt butter or olive oil over medium heat and swirl to coat bottom of pan. When the oil is hot, add onion and carrot and cook, stirring until the onion is translucent, about 2-3 minutes. Stir in the garlic and cook until garlic is aromatic, about 1 minute.
3. Add the riced cauliflower to the skillet and mix thoroughly with the rest of the vegetables. Add the chicken broth, cover the pan with a lid and steam until you have arrived at a rice-like consistency, about 12-15 minutes (Cauliflower should be tender, but not mushy).
4. Remove the pan from the heat and mix in the chopped cilantro. Adjust the seasoning with the salt and pepper.

The Whole 30 Cookbook, Melissa Hartwig and Dallas Hartwig
2015, Houghton Mifflin Harcourt Publishing Co.

Confetti Salad

- 1 to 2 carrots, grated
- 2 apples, chopped
- ½ c. raisins
- 2 tbsp. lemon juice
- 2 tbsp. orange juice
- 1 tbsp. honey

Directions:

1. Gently toss grated carrots and chopped apples together in a medium mixing bowl.
2. Combine lemon juice, orange juice and honey together until honey is dissolved. Then stir into carrot and apple mixture.
3. Toss with raisins and serve.



NUTRITION IN ME

3rd GRADE Curriculum

Lesson 4

Nutrition in Me! 3

Lesson #4 – Bone Up with Calcium

LEARNING OBJECTIVES

- Awareness: Understand the relationship between the mineral calcium and strong bones and teeth
- Knowledge: Know the number of servings of calcium rich foods needed each day.
Read labels to identify dairy foods high in calcium and high in fat.
- Skill: Identify foods rich in calcium and low in fat
- Behavior: Choose more often fat-free and low-fat milk and dairy products
- Target: Identify goods rich in calcium and low in fat.

SUPPLIES

- Eat Smart Play Hard Poster
- Today's Target Poster
- Tray
- Food Models of dairy foods: 1½ pint carton, 1 single serve yogurt container, 1 cup milk model, 1 oz. natural cheese
- Small milk containers (16 oz.) from whole milk, 2% (reduced fat) milk, 1% (low-fat) milk and nonfat milk
- Fat tubes for 8 oz. whole milk: 8 grams, 8 oz. 2% (reduced fat) milk: 5 grams, 8 oz. 1% (low fat) milk: 2 grams and 8 oz. nonfat milk: 0 grams.
- 2 cup liquid measure and 1 cup liquid measure
- 3 drinking glasses – 4-6 oz., 12 oz., 20 oz.
- Charting Calcium Rich Foods table for document camera or poster.
- Labels/containers of dairy foods – 1 label for every pair of students (12-14).
In addition to milk containers above: low-fat cottage cheese, cheddar cheese, mozzarella cheese, ice cream, yogurt, prepared smoothie drink, almond beverage, soy beverage, orange juice with calcium.

FOOD TASTING SUPPLIES (Fruit and Yogurt Parfait)

- Four kinds of fruit cut into bite-size pieces
- Low-fat yogurt (vanilla and lemon)
- Grape-nuts cereal

FOOD TASTING SUPPLIES

- 5 oz. parfait cups
- spoons
- Handy wipes
- Cooler
- Ice pack

HANDOUTS

Parent Newsletter

Label Reading Calcium Rich Foods

Word Search

Recipe

Writing prompt – List 5 foods you can eat to add calcium to your diet

PREP TIME

- Gather all visual aids, supplies, equipment, handouts.
- Shop for food
- Prepare food: Prepare fruits
- Arrive in classroom 10 to 15 minutes before the class is to begin
- Prepare food demonstration table by washing table and laying out supplies and equipment all except items that need to stay in cooler for refrigeration.
- Prepare visual aids and posters, document camera, etc.

EVALUATION METRICS

- Why do we need to have foods from the Dairy Group?
- How many servings of low fat or fat free dairy should we have in one day? What percent calcium indicates a good source of calcium?
- How much fat is in low-fat and fat-free milk?

EDUCATOR NOTES

LESSON FLOW (45-minute lesson)

- Review lesson #3 Eat a Rainbow of Fruits and Veggies
- Jump Rope Challenge Week 4
- Introduction to the Dairy Group
- Activity #1 – Learn How to Measure Liquids
- Activity #2 - How much fat is in Milk
- Activity #3 - Label Reading
- Activity #5 Prepare a calcium rich snack.
- Review of lesson
- Challenge: Homework

EDUCATOR HINTS AND TIPS

- Prior to each lesson hang up the Eat Smart Play Harder Poster from NASCO.
- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.
- Each lesson has a **riddle** to introduce the lesson. Source is My Plate Builder Game for Grades 2-3 purchased from EduPress.

TEACHER INVOLVEMENT

- Assist students finding information on food labels.
- Collect food labels after activity.

FOOD SAFETY

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

ALLERGY ALERTS

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator with modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

TEACHER OUTLINE (Scripted)

INTRODUCTION

Welcome to week 4 of Nutrition in Me! 3

Riddle: What dairy food is made by letting bacteria grow in milk?

HOMEWORK

Who would like to share ideas you discovered with your family for more ways to eat vegetables?

Did you eat more fruits and vegetables this week?

REVIEW

Our target last week was: To understand the importance of eating a rainbow of fruits and vegetables.

Who remembers what we talked about last week? How many vegetables should we eat in one day? *5 handfuls*

How many fruits should we eat in one day? *3 whole fruits or ½ cup of small pieces or berries.* What are the nutrients we get from fruits and vegetables? *Vitamin A for my eyes. Vitamin C for healing and to resist sickness. Potassium to help muscles expand and contract.*

Ask questions that suggest the expected behavior change. Did you eat more vegetables and fruit last week?

Refer to Fruit and Veggie Chart.

Jump Rope Challenge If you are using the jump rope challenge, refer to Week 4 on the handout. One more week of jumping, next week the information will be collected to decide which class gets the smoothie party!

Dancing Dice or Fit Stick weight bearing activity.

TODAY'S LESSON

Today we are talking about the dairy group represented by the blue circle on MyPlate. The previous lessons have been about foods that come from plants. Today we will begin to talk about foods that come from animals. This lesson focuses on the dairy group, which includes milk.

- What are some other foods made from milk? Cheese, yogurt, milkshakes

Milk gives our bodies calcium.

Sign language C for cow, C for calcium

Calcium is a mineral. What is a mineral? Rocks are made of minerals. Rocks are hard. What is the hard part of our bodies? (*Bones and teeth*) When we eat milk products, the calcium is deposited in our bones and teeth to make them strong and sturdy. As a third grader, you need 3 cups of milk or 3 servings of dairy products each day. (Show food models of cheese, yogurt and milk in a glass and a milk carton.)

Do you drink milk at home out of a cup this size? (Hold up 1 cup serving in a glass.)

Activity #1 – Learning How to Measuring Liquids

Sometimes it's hard to know what a serving size really is by just looking at it. We are going to do a measuring activity that will help you learn about liquid serving sizes.

Demonstrate liquid measure technique: Have 3 different sizes of glasses on a tray. Have a student choose which cup they think will be one cup. Measure water into 1 cup liquid measure set on a flat surface. Show how you must be at eye level to see if the meniscus is level with the line on the measuring cup. Pour into each glass so that the students can see how one cup looks in each glass. This is how they can find out how the glasses in their cupboards at home measure up!

Activity #2 – How much fat is in milk?

Have labels of the four varieties of milk: Nonfat, low-fat (1%), reduced fat (2%) and whole milk.

Have fat tubes to illustrate and show the amount of fat in each variety:

Whole milk has 8 grams of fat or cream in 1 cup of milk. This is high fat. To be low-fat, it must have 3 grams or less of fat.

Reduced fat milk or 2% has 4-5 grams of fat. Is that low fat??
Low-fat or 1% milk has 2 grams of fat. Is that low fat?
Skim, fat-free or nonfat milk has no fat at all.

Activity #3 – Label Reading

Divide children into groups of 2 or 3 depending on the number of students and the number of labels and/or containers you brought to class. Give each group a Label Reading handout and a calcium food label or container. Ask them to work together as a team and complete the handout. Explain that they will be looking at the label to find the answers to fill in the name of the food item, the serving size, percent of calcium and the number of fat grams.

EDUCATOR NOTE: The handout has three opportunities to read a label. #1 - show the students on the document camera or poster how to read the label to find the serving size, calcium and fat on a food label. #2 - each pair of students will complete the form for a label they receive. #3 - each pair of students will switch with another pair of students and complete the form for that label. Point out the calcium and fat guidelines on the board or document camera. (See below) so students can see – as you explain - what percent of calcium determines the quality of the source of calcium in the food they are analyzing. Calcium is always written in percent form. If the percent is 20% or more, it is a good source of calcium. Ask them to place a star “ * ” beside the % of calcium in their food.

Calcium guidelines

30% and more – excellent source of calcium *
20-29% – good source of calcium *
5-19% – moderate source of calcium
0-5% – poor calcium source
Less than 3 grams of fat = low fat choice

Explain that foods with less than 3 grams of fat are an excellent low fat food choice. Have them place a smiley face “☺” beside the grams of fat on their food if it is a low-fat food choice.

Have the students report their findings to fill in the Charting Calcium Rich Foods poster or document camera replica.

Students will say yes or no to whether each item is high or low in calcium and fat. Educator puts the stars or smiley face for each. Circle the foods that are the best choices, the ones that have the star and the smiley face! These are the best food choices for being high in calcium and low in fat.

Ask all of the students with low fat and high in calcium dairy labels to please stand.

Discuss and evaluate all the food products: The recommendation is to choose dairy foods products that are high in calcium and low in fat.

- Which of these foods are high or excellent sources of calcium?
- Which of these foods are lowest in fat?
- So which products are the better choices or those foods we should eat more often?

EDUCATOR NOTE: If students question why some people cannot have dairy products, explain as follows.

Did anyone notice that we had some calcium-rich foods that do not come from cow’s milk? Some people’s bodies cannot tolerate milk but their bodies need calcium to build and maintain strong healthy bones and teeth. Lactose intolerance means a person doesn’t have the enzyme to digest milk so if they have milk they get a stomach ache.

Milk allergy means a person is allergic to milk and if they have milk they get a scratchy throat, hives, itches, sneezes or wheezes.

Activity #4 Prepare a calcium rich snack.

Fruit Parfait

Review Questions:

Why do we need to have foods from the Dairy Group? *Dairy foods have calcium to build strong bones and teeth.*

How many servings of low fat or fat free dairy should we have in one day? *3*

What percent calcium indicates a good source of calcium? *20% or more*

How much fat is in low-fat and fat-free milk? *2 grams in low-fat and 0 grams in nonfat milk.*

Homework:

When you get home, look in your refrigerator and see what the label on the milk is? You can't go by the color of the lid, you must read the label. Different brands of milk use different colors to show nonfat, low-fat, reduced fat and whole milk. Ask your family to try milk that has less fat. Advise students that to make acceptance of a lower-fat milk to begin by going one kind less fat before progressing to a healthy amount of fat milk: e.g., if the family likes whole milk, try reduced fat (2%), then when they get used to that is not so difficult to accept low-fat (1%).

Writing prompt: List 5 foods you can eat to add calcium to your diet

MyPlate

The Dairy Group

Dear Family,

This week's lesson was about milk and other dairy products. Everyone needs to include dairy foods at meals each day.

Adults and kids need the calcium in dairy foods to keep their bones and teeth strong.

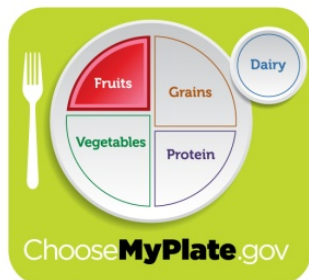
How much do we need?

MyPlate says we should eat 3 cups each day.

Most milk group choices should be fat-free or low-fat. In general 1 cup of milk or yogurt, 1 ½ ounces of natural cheese, or 2 ounces of processed cheese are equal to 1 cup from the milk group.

Mom and Dad, you need calcium too. Adults need three cups or the equivalent in cheese or yogurt.

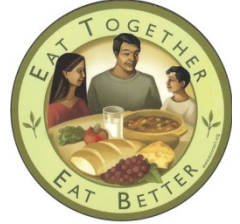
How much milk and dairy products have you and your family eaten today? Is your family getting enough calcium for strong bones and teeth?



Dairy Group
Get Your Calcium Rich Foods

Eat Together, Eat Better

Setting the table is part of a fun family meal. Even young kids can help set the table. It is a way for children to really help out in making a meal. And when kids feel more involved, they may eat better.



It's in the Bag

Some children and adults have trouble eating dairy products. They might feel gassy, have stomach cramps or diarrhea. This might be from being "lactose intolerant." That means you or your child's body has trouble breaking down lactose, the sugar in milk.



- Have your child drink milk WITH food.
- Most cheeses have very little lactose. Aged, hard cheeses like cheddar, Colby, Swiss and parmesan are easier to digest.
- Yogurt that has live active cultures help the body break down lactose. There are lots of good flavor choices.
- Another alternative for you or your child is to choose lactose-free products.

And One More Thing: Calcium is found in foods other than dairy products. For a bone-building change of pace, try leafy green vegetables, tofu, soy products and orange juice with added calcium.

Exercise

Osteoporosis (OS-tee-oh-po-ROW-sis) is a bone disease that adults sometimes get. People with osteoporosis have bones that are weak and can easily break. Exercise and eating calcium-rich foods as a child and adult will help keep bones strong. Here are some fun bone-building activities:

- Take a walk! To make it more fun, play a game with your kids as you walk such as I Spy or see how many plants your child can name.
- Turn on the music and dance!
- Chalk + Sidewalk = hopscotch. A super workout for your bones.
- Hiking is good for your bones and your mind. Hiking provides great views, nature and lots of family fun.
- Challenge some friends to a jump rope contest – it helps your heart as well as your bones.
- Grab a racket and hit the tennis court! Or play badminton.
- Soccer is part of U.S. champions and great for you, too!

Nutrients We Need – More about Calcium!

Calcium is important because:

- ❖ Calcium makes bones and teeth hard.
- ❖ It helps muscles and nerves work and blood clot.
- ❖ There is more calcium in your body than any other mineral.
- ❖ If you eat too little calcium, calcium is pulled out of your bones.
- ❖ The easiest way to get calcium is to drink milk or eat other calcium-rich dairy foods like yogurt or cheese.

Parent-Child Activity

- Have a Family Fun Night by replacing dessert with some of the blender drinks to the right. They are fun to make, tasty and healthy.
- Make yogurt popsicles with your kids. Just place a stick in a cup of yogurt and freeze.
- At your grocery, let your kids select a high-calcium snack. Try a new yogurt or different cheese.

Blender Drinks:

Drinks made in a blender are a tasty and nutritious way to get calcium (from dairy products) and vitamins A and C (from fruit). If you don't have a blender, shake well in a jar with a tight lid. Enjoy!

Frozen Yogie Sandwich

Ingredients:

1 large graham cracker (2 ½ x 5 inches)
2 tablespoons low-fat raspberry frozen yogurt (softened)

Equipment:

Small spatula or table knife, measuring spoons
plastic wrap

Break graham cracker in half crosswise. Carefully spread frozen yogurt into a graham cracker half. Tightly wrap the sandwich in plastic wrap. Freeze.

Note: You can substitute your favorite flavor of yogurt for raspberry. Make several sandwiches at a time to keep on hand for snacks or dessert.

Fruit Smoothie

Ingredients:

2 cups strawberries
2 cups non-fat yogurt
2 cups ice cubes



Place all ingredients in blender. Cover and blend on high speed for 45 seconds or until creamy and smooth.

You can also make a Fruit Smoothie with blueberries, peaches or bananas. Mix fruits for a creative new drink. Use fruits in season for best taste and value.

Lemon Velvet

Ingredients:

8 oz. low-fat lemon yogurt
6 oz. orange juice concentrate
2 ½ cups nonfat milk
1 teaspoon vanilla

Place all ingredients in blender. Cover and blend on high speed for 45 seconds or until creamy and smooth.

This institution is an equal opportunity provider and employer for all.

This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233.

MiPlato

El Grupo de Productos Lácteos

Estimada Familia,

La lección de ésta semana es acerca de los Productos Lácteos que todos necesitamos incluirlos a la hora de las comidas.

Los adultos así como los niños necesitan el calcio de los productos lácteos para mantener los huesos y los dientes fuertes.

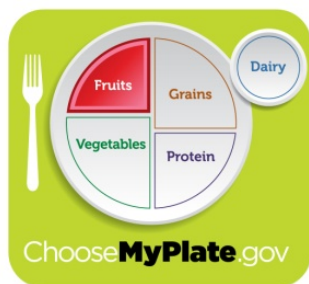
¿Que tanto calcio necesitamos?

MiPlato dice que debemos consumir 3 tazas de ocho onzas cada día.

En general todos los productos lácteos deben ser sin grasa o con muy poca grasa. 1 taza de leche o yogurt, 1½ onzas de queso sin procesar, o 2 onzas de queso procesado equivalen a una taza del grupo de la leche.

El papá y la mamá también necesitan calcio. Los adultos necesitan 3 tazas o el equivalente en queso o yogurt.

¿Qué tanta leche o sus derivados han consumido usted y su familia en este día?
¿Su familia está recibiendo suficiente calcio para tener huesos y dientes fuertes?



Dairy Group
Get Your Calcium Rich Foods

Comer Juntos, Comer Mejor

Poner la mesa es parte de una comida agradable en familia. Aún los niños pequeños pueden ayudar a poner la mesa. Es la manera en que los niños pueden realmente ayudar en la preparación de la comida. Cuando los niños se sienten incluidos, ellos comen mejor.



Es en la bolsa

Algunos niños y también adultos tienen problemas para digerir productos lácteos. Pueden sufrir dolores de estómago, gases o diarrea. Esto sucede cuando no pueden tolerar la lactosa; esto significa que ya sea usted o el niño no pueden digerir la lactosa o sea el azúcar de la leche.



Si no puede tolerar la lactosa, esto no significa que usted o su niño no puedan comer otros productos de la leche.

- Que su hijo tome leche con los alimentos.
- La mayoría de los quesos contienen muy poca lactosa. Los quesos añejados como Cheddar, Colby, Swiss y parmesano, son fáciles de digerir.
- Sus niños se alegraran al saber que la leche con sabor es fácil de digerir. Los padres deben saber que contiene los mismos nutrientes.
- El yogurt que tiene culturas vivas ayuda al organismo a digerir la lactosa. Hay muchos sabores de donde escoger.
- Otra alternativa para usted o su niño es comprar productos que no contengan lactosa.

Y Una Cosa Más... el calcio se encuentra en alimentos que no pertenecen al grupo de los productos lácteos. Para crecer huesos fuertes y sanos, consuma verduras de hoja verde, tofu, productos de soya y jugo de naranja al que se le haya añadido calcio.

Ejercicio

Osteoporosis es una enfermedad en los huesos que algunos adultos pueden sufrir. Las personas con osteoporosis tienen huesos débiles y se rompen fácilmente. Haciendo ejercicio y consumiendo alimentos ricos en calcio tanto los niños como los adultos podrán mantener huesos fuertes y sanos. Aquí siguen unas actividades divertidas para construir huesos fuertes:

- Vaya a caminar y para hacerlo más divertido, juegue con su hijo a ver cuántas plantas puede identificar.
- Ponga música y baile.
- Dibuje con un gis una peregrina en la banqueta. Es un ejercicio muy bueno para los huesos.
- Una caminata larga es muy buena para los huesos y la mente. También proporciona bellos paisajes, admirar la naturaleza, y mucha diversión para la familia.
- Rete a sus amigos a una competencia brincando la cuerda, esto le ayuda al corazón y a los huesos.
- Juegue tenis o bádminton.
- Soccer es un deporte de campeones y muy bueno para usted también.

Nutrientes Que Necesitamos – Más acerca del Calcio.

Calcio es importante para:

- El calcio hace los huesos y los dientes fuertes.
- Ayuda a trabajar a los músculos, a los nervios y coagula la sangre.
- El calcio es el mineral más abundante en su organismo.
- Cuando se consume poco calcio, el organismo lo extrae de los huesos.
- La manera más fácil de obtener calcio es tomando leche o consumiendo cualquier otro producto lácteo como yogurt o queso.

Actividad para Padres y Niños

- Planear una noche familiar muy divertida reemplazando el postre con un licuado de las recetas en esta página, es divertido hacerlas y son saludables y sabrosas.
- Haga paletas de yogurt con sus hijos. Sólo ponga un palito de paleta en una taza de yogurt y congélelo.
- En la tienda deje a sus hijos seleccionar un bocadillo alto en calcio. Pruebe un yogurt nuevo o quesos diferentes.

Licuados:

Los licuados son sabrosos y nutritivos y es una buena manera de obtener calcio de los Productos Lácteos y vitaminas A y C (de la fruta). Si no tiene licuadora, agítelo bien en un frasco con buena tapadera. ¡Disfrútelo!

Sándwich de Yogurt

Ingredientes:

1 galleta grande "Graham Cracker" (2½ x 5 pulgadas)
2 cucharadas de yogurt de frambuesa congelado bajo en grasa.

Equipo:

Una espátula pequeña o cuchillo de mesa
Cucharas para medir
Plástico para envolver

La galleta pártala en dos y con cuidado ponga las dos cucharadas de yogurt sobre una mitad. Ponga la otra galleta sobre el yogurt, envuélvala bien con el plástico y congélela.

Nota: Puede usar el sabor de yogurt que usted prefiera. Haga bastantes sándwiches a un tiempo y congélelos. Puede usarlos como bocadillos o postre.

Licuado de fruta

Ingredientes:

2 tazas de fresas
2 tazas de yogurt sin grasa
2 tazas de hielo



Ponga todos los ingredientes en la licuadora. Cubra y licue por 45 segundos o hasta que estén suaves y cremosos.

Puede hacer licuado con arándanos azules, duraznos o plátanos. Mezcle frutas creativamente para hacer una nueva bebida. Use frutas de la estación para tener mejor sabor y precio.

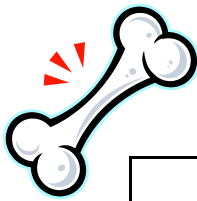
Licuado de Limón

Ingredientes:

8 oz. yogurt de limón bajo en grasa
6 oz. jugo de naranja concentrado
2½ tazas de leche sin grasa
1 cucharadita de vainilla

Coloque todos los ingredientes en la licuadora, cubra y procese hasta que estén suaves y cremosos.

Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.



LABEL READING CALCIUM RICH FOODS



Name of drink or food	Serving Size	Calcium %	Fat Grams

Calcium Guidelines
 30% or more = excellent
 20 - 29% = good
 5 - 19% = moderate
 0 - 5% = poor
 Less than 3 grams of fat = low fat

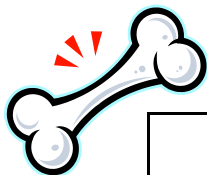


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Dairy Word Search Puzzle

milk
dairy
cheese
calcium
lowfat

bones
ice cream
strong
nutritious
mooving

power
healthy
vitamin D
body
tasty



c	f	s	i	p	s	t	r	o	n	g	e	z
n	f	p	u	s	b	n	c	e	s	u	o	n
u	b	o	n	e	s	d	p	k	y	w	m	q
t	l	w	m	e	i	l	t	d	a	i	r	y
r	q	e	i	j	q	a	e	a	j	k	u	c
i	u	r	l	o	w	f	a	t	s	r	t	g
t	m	r	k	b	j	p	c	k	g	t	n	i
i	h	e	a	y	h	t	l	a	e	h	y	n
o	c	a	l	c	i	u	m	j	l	k	l	v
u	m	a	e	r	c	e	c	i	g	c	p	o
s	x	r	f	y	v	y	t	i	o	k	i	o
i	k	p	d	v	e	s	e	e	h	c	l	m
k	k	o	i	p	g	h	y	n	b	v	w	q
i	b	e	v	i	t	a	m	i	n	d	w	d

Answers to Dairy Word Search

milk
dairy
cheese
calcium
lowfat

bones
ice cream
strong
nutritious
mooving

power
healthy
vitamin D
body
tasty

Word search grid with found words highlighted:

c	f	s	i	p	s	t	r	o	n	g	e	z
n	f	p	u	s	b	n	c	e	s	u	o	n
u	b	o	n	e	s	d	p	k	y	w	m	q
t	l	w	m	e	i	l	t	d	a	i	r	y
r	q	e	i	j	q	a	e	a	j	k	u	c
i	u	r	l	o	w	f	a	t	s	r	t	g
t	m	r	k	b	j	p	c	k	g	t	n	i
i	h	e	a	y	h	t	l	a	e	h	y	n
o	c	a	l	c	i	u	m	j	l	k	l	v
u	m	a	e	r	c	e	c	i	g	c	p	o
s	x	r	f	y	v	y	t	i	o	k	i	o
i	k	p	d	v	e	s	e	e	h	c	l	m
k	k	o	i	p	g	h	y	n	b	v	w	q
i	b	e	v	i	t	a	m	i	n	d	w	d

Found words (indicated by boxes and scribbles):

- strong
- bones
- dairy
- lowfat
- calcium
- mercer
- healthy
- vitamin
- power
- body
- ice cream
- nutritious
- mooving
- cheese
- strong
- nutritious
- mooving

COMA FRUTAS Y VEGETALES CON LOS COLORES DEL ARCO IRIS

ROJO	ANARANJADA	AMARILLO	VERDE	PÚRPURA	BLANCO
Tomates Repollo Pimiento morrón Rábanos	Zanahorias Calabaza Camotes	Elote Pimiento morrón Calabaza	Brócoli Coles de Bruselas Repollos Espárragos Bok Choy Ejotes Pepinos Chicharos Pimiento morrón Espinaca Calabacita Apio Kale	Berenjena Betabeles Repollo cebolla	Ajo Jícama Cebolla Chirivías Coliflor Nabos Papas
<u>Frutas</u>	<u>Frutas</u>	<u>Frutas</u>	<u>Frutas</u>	<u>Frutas</u>	<u>Frutas</u>
Toronja Sandía Manzana Frambuesas Arándanos Cerezas	Duraznos Chavacanos Melon Nectarines Naranjas Mandarinas Papaya Mangos	Limón Fruta estrella Manzana	Grocella Lima Kiwi Melon	Uvas Arándanos Ciruela pasa Mora Boysen Arándano Zarzamora Ciruela	Plátano Pera

CONSUMA MAS FRUTAS Y VEGETALES

Use a diario variedad de todos los grupos de alimentos. Marque las estrategias que trate:

- ✓ Mantenga frutas y vegetales en el refrigerador listos para comer.
- ✓ Tenga vegetales con aderezo bajo en grasa para bocadillos entre comidas.
- ✓ Beba jugo 100% de fruta en lugar de bebidas con sabor, o sodas.
- ✓ Use fruta como postre.
- ✓ Ponga un recipiente con manzanas, plátanos o naranjas en la mesa.
- ✓ Ordene vegetales en su pizza.
- ✓ Disfrute licuados de fruta como desayuno o merienda.

Para bocadillos rápidos entre comidas lleve fruta fresca o seca.

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Fruit Parfait

Ingredients:

- 1 cup each of three to four kinds of fruit cut into bite-size pieces
- 1 cup low fat yogurt
- 1 cup whole grain cereal
- Sprinkles

Instructions:

Using a clean glass, layer the ingredients starting with layer of one fruit, then a layer of another fruit, then the yogurt, then some whole grain cereal, then another fruit. Be creative and layer it any way you like.



Variations: Use any of these fruits in the recipe: apple, strawberries, banana, kiwi, orange, pear, pineapple, grape, berries, apricot, nectarine, peach, or plum. Use flavor of yogurt to taste: vanialla, starwberry, lemon, peach or plain.

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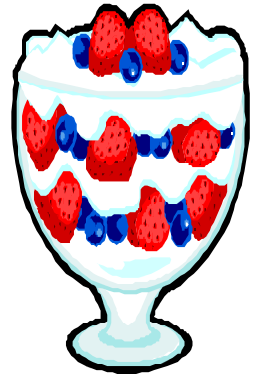
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Parfait de Frutas

Ingredientes:

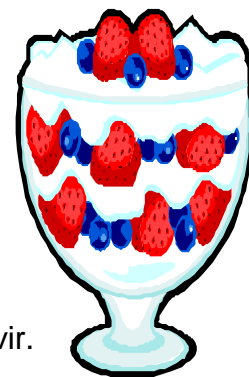
- 1 taza de tres o cuatro diferentes frutas cortadas en pedacitos
(use frutas de la temporada, o enlatadas en almibar bajo en azúcar).
- 1 taza de yogurt bajo en grasa (limón, vainilla, etc.)
- 1 taza de cereal integral
- Añada un cereal crujiente: Grapenuts o Avena Tostada

Instrucciones:

Use un vaso o copa transparente, ponga los ingredientes en capas, empezando con una capa de fruta, luego otra fruta diferente, yogurt, whole grain cereal, hasta llenar el vaso o copa. Refrigere hasta el momento de servir.

Variaciones:

Use frutas de la estación, ya que son más baratas, así como yogurt del sabor que usted prefiera, o sin sabor si esta cuidando su peso.



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Parfait de Frutas

Ingredientes:

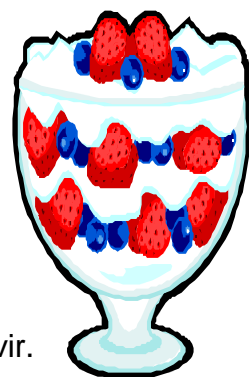
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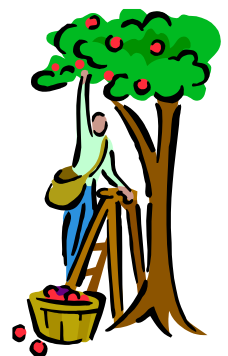
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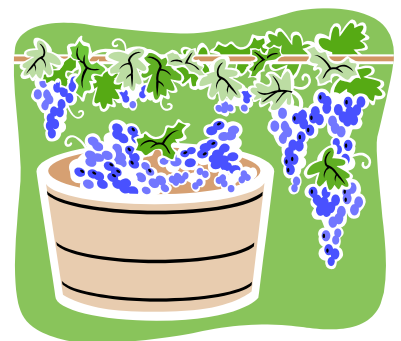


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Fruits that grow on a tree near my home



Fruits that grow on a vine or trellis



Fruits that grow on a berry plant



Tropical Fruits

(Where it does not snow)



What fruits grow

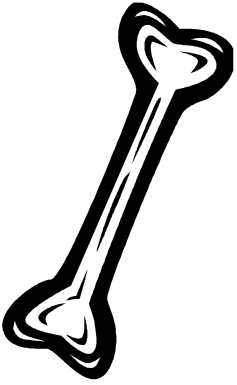
In a tropical climate where it does not snow?

On a vine or trellis?

On a tree near my home?

On a berry plant?

List 5 foods you can eat to add calcium to your diet.



1. _____
2. _____
3. _____
4. _____
5. _____

Why does your body need calcium?





Charting Calcium Rich Foods



Name of Drink or Food	Serving Size	Calcium %	Fat Grams
Whole Milk			
2% Milk			
1% Milk			
Nonfat Milk			
Low-fat Cottage Cheese			
Cheddar Cheese			
Mozzarella String Cheese			
Ice Cream			
Low-fat Yogurt			
Premade Smoothie Drink			
Almond Milk Beverage			
Soy Beverage			
Orange Juice with Calcium			

NUTRITION IN ME

3rd GRADE Curriculum

Lesson 5

Nutrition in Me! 3

Lesson 5 – Go Lean with Protein

LEARNING OBJECTIVES

- Awareness: To understand the importance of making low-fat (lean) choices from the protein group.
Knowledge: To understand why the body needs protein.
Skill: Recognize protein foods that are higher in fat.
Behavior: Choose a variety of lean protein foods from both animal and plant sources.
Target: To understand the importance of making low-fat choices from the protein group.

SUPPLIES

- Eat Smart Play Hard Poster
- Target Poster
- Justice for All Poster
- Food Models of Lean and High Fat protein foods
- Lean Food - Skinless Chicken or Turkey, Fish, Roast Beef, Pork Chop
- High Fat Food - Bacon, Hot Dog, Bologna, Fried Chicken
- Magnets
- Deck of Cards
- 1 Tbsp. Peanut Butter Food Model
- Canning lid
- Suggested NERI: Pencil

FOOD TASTING SUPPLIES

- Pizza Warmer
- Plates
- Napkins
- Spatula
- Tongs
- Butter Knife
- Large Spoon
- Paper Towels
- Cutting Boards
- Baking Tray
- Precut English Muffins or Sandwich Thins
- Precut Green Bell Peppers
- Canadian Bacon
- Shredded Mozzarella Cheese
- Canned Pineapple (Tidbits work best)
- Pizza Sauce (Squeeze Bottle)

HANDOUTS

- Parent Survey
- Teacher Evaluation
- Parent newsletter
- Learning about the Protein Group Worksheet
- Protein Word Search

PREP TIME

Do shopping for food tasting
Prepare food tasting
Gather teaching supplies
Arrive 10-15 minutes before the class is to begin

EVALUATION METRICS

- Why are protein foods important for us to eat?
- How many servings do we need?
- Why should we choose lean meat, remove the visible fat and cook without extra fat?

LESSON FLOW (45-minute lesson)

Introduction of Lesson
Activity #1: Jump Rope Challenge/Mind in Motion Fit Sticks/ Dancing Dice
Activity #2: Serving Sizes
Activity #3: Learning about the Protein Group/Word Search worksheet
Activity #4: Snack & Review

EDUCATOR HINTS AND TIPS

- Prior to each lesson hang up the Eat Smart Play Harder Poster from NASCO.
- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.
- Each lesson has a riddle to introduce the lesson. Source is My Plate Builder Game for Grades 2-3 purchased from EduPress.

TEACHER INVOLVEMENT

- During the Protein Group/Word Search Worksheet the teacher can participate by handing out worksheets and or helping students with questions.
- During snack, the teacher can participate with this activity by helping students put ingredients on pizza and assist with cooking it on the pizza warmer.

FOOD SAFETY

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

ALLERGY ALERTS

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator will modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

TEACHING OUTLINE (SCRIPTED)

INTRODUCTION TO GO LEAN WITH PROTEIN

Today we are going to talk about the Protein group, but we need to practice moving our body!

Riddle: What popular protein food is sometimes called groundnuts or goobers? Peanuts

Activity #1: Jump Rope Challenge/Mind in Motion Fit Sticks/ Dancing Dice. Announce that you will be gathering the information from the classroom to decide who will receive a smoothie party.

Does anyone know why our bodies need protein? Protein builds, repairs and replaces cells in our body. The only thing that builds muscle strength and size is physical activity. Eating more protein than we need from food or supplements won't make our muscles bigger. You have to work your muscles!

What are some ways you work your muscles? Running, skateboarding, riding your bike, jumping rope, etc.

Choosing Protein

EDUCATOR NOTE: Introduce today's target by placing the target poster on the board.

Most of us eat plenty of food from the Protein Group, but sometimes we may not make the best choices. We can get a lot of fat from the Protein Group. We want to keep our heart healthy and to do this we need to make lean choices of foods with less fat.

What do we mean when we say make Lean Choices? Lean protein choices are eating less often foods that are higher in fat or fat that is added when cooking.

Can you think of ways you can make lean choices?

Eat less often high fat meats like bacon, hot dogs and bologna

Take the skin off chicken or turkey

Trim the fat off meat before you eat it - like fat on a pork chop

Limit the amount of meat we fry - try baking or grilling the meat instead

Eat protein foods without any breading - examples are breaded fish and chicken, etc.

Optional Discussion

Have you heard about someone having a heart attack?

A reason this could happen is because a person may be eating too many fatty foods. Arteries carry blood through our body. The fat from fatty foods could cause the arteries to be blocked. The blockage does not allow blood to flow throughout our body. This could lead to someone having a heart attack.

Think about when we cook bacon. We get a lot of grease/fat in the pan. If we poured the grease down the drain, what do you think would happen? It would clog the drain. This is the same thing that could happen with our arteries. This is why it is recommended that we eat "lean" meats and eat less often fatty or breaded foods.

Optional Activity

If there is time, use fat tubes and show the visual comparisons of fat. Do not talk about grams of fat.

- Show the comparisons of chicken with and without skin
- Fat in a hotdog
- Regular hamburger and a quarter-pounder when eating out

Plant Sources

Why do you think dried beans, nuts, and seeds are in the Protein Group? They are also a good source of protein with the added bonus of being naturally low in fat. But we do need to be careful with how many nuts and seeds we eat: they can be higher in fat.

Activity #2 Serving Sizes

How do you know if the amount of protein you are eating is the right size?

Here are a few ways to help you figure that out -

- Show portions sizes with models of various meats, beans, nuts, and seeds.
- Three ounces of chicken is the size of a deck of cards, one egg is one ounce and 1 tablespoon of peanut butter is one ounce.

The protein group is the purple section of MyPlate. This group has many foods that are excellent sources of protein - beef, chicken, turkey, pork and fish. Eggs, beans, nuts, seeds and tofu are also foods found in the protein group. We should eat 5-6 ounces from the protein group every day.

Activity #3 Learning About the Protein Group/Word Search Worksheet

- Have students work as a group to complete the work sheet. Remind the students that they must complete the worksheet before they work on the word search.

Now is the time to have students work on putting the snack together. Have a small group (4-5) students wash hands and come to the table where the ingredients are. Instruct each student group how they will put together their snack. After the students have put their snack together have them return to their seat and call the next group and repeat the instructions. After the snacks are put together this is a good opportunity to get the teacher involved. Give the teacher instructions on how to warm the snacks and remove them from the warmer when they are done.

Activity #4 - Snack (MyPlate Pizza) & Review

Build your pizza using one half an English muffin.

Place a small amount of pizza sauce from squirt bottle and spread sauce on English muffin.

Make topping choices from each food group (Cheese, Canadian bacon, peppers and pineapple). Announce the toppings for today's snack are chopped green bell peppers (vegetable group) and pineapple (fruit group).

Place pizza on a baking sheet and bake in a 450° oven for about 5 minutes or until hot. The pizza can also be placed on a paper plate and bake in the microwave oven for about 2 minutes or until hot.

Review

Why are protein foods important for us to eat? Protein builds, repairs, and replaces cells in our body.

How many servings do we need? 5-6 ounces each day

Why should we choose lean meat, remove the visible fat and cook without extra fat? To protect our heart from heart disease.

Pass out Parent Newsletter and stress the importance of sharing the newsletter with their parents. It your way of communicating to them, plus it might have some great recipes for the family to try.

Writing Prompt: Why does our body need protein? List two low fat animal protein sources and two plant protein sources?

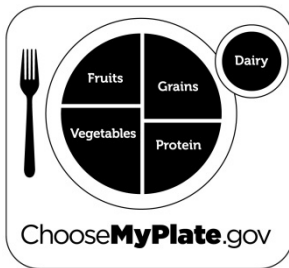
MyPlate

Protein Group

Dear Family,

The Protein Group is the name of the food group that your child knows has the protein foods.

Different kinds of foods give us good protein for building strong muscles. Some of the animal protein foods are beef, pork chicken, fish, eggs, and milk products. Other foods like beans, lentils, split peas, nuts and seeds also belong to the Protein Group.



Protein Group

Go lean with protein

chicken. When cooking meats, bake or grill them rather than frying in butter or oil.

Make most of your fat choices from fish, nuts and vegetable oils, such as canola, olive and corn. Limit solid fats like butter, margarine, shortening and lard, as well as foods that contain these ingredients.

MyPlate says a child between 8 and 13 years old needs 3-5 ounces from the Protein Group every day.

Many animal protein foods are high in fat. Limit fat by eating more fish and beans and by not eating the skin from

Eat Together, Eat Better

Sometimes, because of work, school and sports, it is hard for your family to eat together. That is why it is important to plan family mealtimes on a regular basis. If everyone can't make it to dinner, try a family breakfast, dessert, or snack instead. If a family member has practice, such as for soccer or baseball, how about eating at the park when practice is done?



It's In the Bag

Watch the fat in the meats you buy. When buying ground meats, check the label for the percentage of fat. Lunchmeat and hot dogs also vary a lot in the amount of fat they contain.



The type of meat (beef, pork, turkey or chicken) does not determine how much fat is in hot dogs or lunchmeat. Be sure to read the label.

When you buy meat, put it into a plastic bag so the juices don't get onto your fresh produce. When you get it home, put meat into the refrigerator or freezer. Then, wash your hands with soap and water before handling the rest of your groceries.

Parent-Child Activity

Get the entire family involved in deciding what to serve at meals, as well as helping prepare it. Take your kids to the store with you and let them pick some vegetables for the week or a protein for dinner. When children are part of meal planning and preparation, they eat better at mealtime.

Exercise – Have fun, get fit indoors

Outdoor activities are great for children and adults. But sometimes kids need to stay indoors, either because of bad weather or they are waiting for a parent to get home. Being indoors doesn't mean kids can't be active!



Here are a few indoor activities that get kids moving:

- Hacky sack. A small fabric ball with soft filling, hacky sack can be played anywhere. The idea is to keep the hacky sack off the ground, using only the feet.
- Jump rope. One of the best all around exercise is jumping rope. It is great for muscles, bones and the heart.
- Indoor basketball. A small plastic hoop attaches to a door or cupboard, and a soft foam ball prevents broken lamps or windows.
- Oldies but goodies, such as jumping jacks, squats, push-ups and sit-ups use energy.
- Turn on the music and dance!



Nutrients We Need: Protein

- Protein builds, repairs, and replaces cells all over the body. Blood cells wear out in 120 days. Hair grows. Skin peels.
- Protein is needed for making body fluids, hormones, and enzymes that make the body work.
- Protein from meat, fish, poultry, eggs, milk and cheese is called “complete.” The body easily uses it.
- Protein from dry beans, peas, lentils, and tofu is called “incomplete.” To make a complete protein, eat it with a whole grain food.

MyPlate Pizza Snack

Build your pizza using one half an English muffin. Make topping choices from each food group using MyPlate. Do you have any other ideas for toppings?

Grain Group	Vegetable Group	Fruit Group	Protein Group	Dairy Group
English Muffin	Pizza Sauce	Pineapple	Canadian Bacon	Mozzarella Cheese
Corn Tortilla	Spinach		Pepperoni	Cheddar Cheese
Biscuit	Zucchini		Sausage	
Bread	Onion		Hamburger	
Pizza Crust	Green Pepper		Black Beans	
	Mushroom		Kidney Beans	
	Tomato		Tofu	

Place pizza on a baking sheet. Bake in a 450 degree oven for about 5 minutes or until hot. Or, place on a paper plate and bake in the microwave oven about 2 minutes or until hot.



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MiPlato

Grupo de Proteína

Estimada Familia,

El grupo de Carne y Frijoles es el nombre del grupo de alimentos que su niño conoce también como los alimentos con proteína.

Diferentes clases de alimentos nos dan buena proteína para desarrollar músculos fuertes. Algunas de las proteínas de origen animal son carne de res, puerco, pollo, pescado, huevos y productos lácteos. Otros alimentos como los frijoles, lentejas, chícharos secos, nueces y semillas también pertenecen al Grupo de Carne y Frijoles.



MiPlato dice que un niño entre 8 y 13 años de edad necesita de 3 a 5 onzas cada día del Grupo de Carne y Frijoles.

Protein Group
Go lean with protein

Las proteínas de origen animal son altas en grasas.

Limite las grasas comiendo más pescado, frijoles y no comiendo la piel del pollo. Hornee o ase las carnes en vez de freírlas en aceite o mantequilla.

MiPlato también incluye una categoría para los aceites. De los alimentos que contienen grasa escoja más pescado, nueces y los aceites canola, oliva y de maíz. Limite las grasas sólidas como mantequilla, margarina, manteca vegetal y manteca de puerco, así como los alimentos que contengan estos ingredientes.

Comer Juntos, Comer Mejor

A causa del trabajo, la escuela o los deportes, algunas veces es difícil que la familia se reúna para comer. De allí la importancia de planear comidas en familia en forma regular. Si no pueden a la hora de la cena, traten de hacerlo en el desayuno, o tal vez a la hora del postre o alguna merienda. Si un miembro de la familia tiene práctica de soccer o béisbol, que les parece comer en el parque cuando termine.



Es en la bolsa

Fíjese en la grasa al comprar las carnes. Cuando compre carne molida, vea que porcentaje de grasa contiene. Las carnes



frías y las salchichas varían mucho en el contenido de grasa. El tipo de carne con que están preparados (carne de res, puerco, pavo o pollo) no determina el contenido de grasa. Lea la etiqueta con cuidado.

Cuando compre carne, póngala dentro de una bolsa de plástico para que los jugos no contaminen los vegetales y las frutas. Al llegar a casa ponga las carnes en el refrigerador o congelador, luego lávese las manos con agua y jabón antes de guardar el resto de los comestibles.

Actividad para Padres y Niños

Que toda la familia participe en la decisión de que se va a servir y en la preparación. Lleve los niños a la tienda y que ellos decidan que vegetales se van a servir en la semana o una proteína para la cena. Cuando los niños toman parte en planear y preparar los alimentos, ellos comen mejor.

Ejercicio - Diviértase, Manténgase en Forma Dentro de la Casa

Las actividades al aire libre son magnificas para los niños y los adultos. Algunas veces los niños deben estar adentro ya sea a causa del tiempo o están esperando que lleguen los padres del trabajo. Al estar encerrado no significa que no se pueda estar activo.



Aquí hay algunas actividades para mantenerse en movimiento dentro de la casa:

- Saco “Hacky”. Una pelota de género chica y liviana con relleno suave, con la que se puede jugar en cualquier lado. La idea es pegarle con los pies sin que toque el suelo.
- Brincar a la cuerda. Este es uno de los mejores ejercicios. Es formidable para los músculos, huesos y el corazón.
- Básquetbol, una canastilla colgada de una puerta o de un armario. Una pelota pequeña de hule espuma para prevenir el no romper ventanas o lámparas.
- Viejos pero buenos, brincar en el lugar, cuclillas y lagartijas.
- Ponga música y baile.



Nutrientes Que Necesitamos: Proteína

- La proteína construye, repara y reemplaza células en todo el cuerpo. Las células de la sangre se acaban en 120 días. El cabello crece. La piel se descascara.
- La proteína es necesaria para hacer fluidos, hormonas y encimas que hacen trabajar al organismo.
- Las proteínas de la carne, el pescado, aves, huevos, leche y queso se le llama “completa.” El cuerpo la usa con mucha facilidad.
- Las proteínas de frijoles, chícharos secos, lentejas y tofu se les llama “incompletas.” Para hacer una proteína completa consúmlala con un producto de grano integral.

MiPlato Pizza

Haga su pizza escogiendo de cada grupo de dMiPlato. ¿Tienes algunas otras ideas para agregarle a la pizza?

Coloque la pizza en una cartera para hornear. Hornee a 450°F por 5 minutos o hasta que este caliente. O si prefiere, póngala en un plato de papel en el microondas por 1 minuto o hasta que este caliente.

Ingredientes – escoja de cada grupo de alimentos:

Grupo de Granos	Grupo de Vegetales	Grupo de Frutas	Grupo de Proteina	Grupo de Productos Lácteos
Panecillo Inglés	Salsa para Pizza	Piña	Tocino Canadiense	Queso Mozzarella
Tortilla de maíz	Espinacas		Pepperoni	Queso Amarillo
Biscocho	Calabacita		Choriso	
Pan	Cebolla		Carne Molida	
Pan para Pizza	Chiles Dulces		Frijoles Negros	
	Champiñones		Judías	
	Tomate		Tofu	


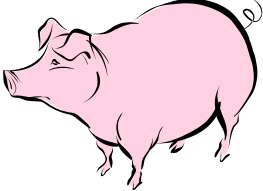
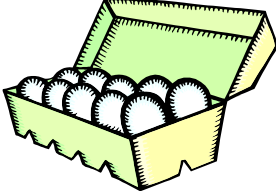









Esta institución es un proveedor y empleador que ofrece igualdad de oportunidades para todos. Este material se desarrolló con fondos de extensión de la Universidad Estatal de Washington por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los Estados Unidos (USDA siglas en inglés). SNAP ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233.

Learning About the Protein Group

Foods in the protein group give you most of your protein. They also give you important vitamins and minerals. You need to eat 5 ounces everyday.

A. Name these foods from the protein group. Write the letter of each name in the blank.

 <p>_____</p>	<p>A. Beef B. Pork C. Poultry D. Fish E. Shellfish F. Eggs G. Dried beans and peas H. Nuts I. Peanuts J. Peanut butter</p> <p>B. Answer these questions:</p> <p>1. From what animal do we get beef? _____</p> <p>2. From what animal do we get pork? _____</p> <p>3. Name three poultry animals: _____ _____ _____</p> <p>4. Name three kinds of fish that we eat: _____ _____ _____</p>	 <p>_____</p>
 <p>_____</p>		 <p>_____</p>
 <p>_____</p>		 <p>_____</p>
 <p>_____</p>		 <p>_____</p>
 <p>_____</p>		 <p>_____</p>

This institution is an equal opportunity provider and employer for all.

This material was funded by Washington State University Extension for USDA's Supplemental Nutrition Assistance Program. (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1-877-501-2233.

PROTEIN WORD SEARCH

J D W C A A H L M E Y Z L H L T
 E R M E N V L R E U G F E S S O
 U U B U D E X E O N Y G N G G E
 I M T C R N S G C M T R T N N Q
 K Z B N U I T R E F S I I I I W
 A T Q N M S U U D A H C L W W C
 N I Z O S O N B U Q R H S S C A
 U C E M T N L M C U I I L K L L
 T K Q L I H A A K F M C A H A M
 G N W A C Z W H M V P K W B M O
 Y M C S K K S N A P P E R W S N
 E D O F B T U Y B O S N K H R D
 K E D D P I N T O B E A N S Y S
 R C X E C F R S T U K L A W O E
 U K Q T G Z S D N O M L A N O U
 T G A Q B G M P M I R H O M M A

Almonds	Egg	Snapper
Chicken	Hamburger	Tuna
Clams	Lentils	Turkey
Cod	Pinto Beans	Venison
Drumstick	Ribs	Walnut
Duck	Shrimp	Salmon



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Why does your body need protein?

List two low-fat animal protein sources



List two plant protein sources



Nutrition in Me! 3 - Parent Questionnaire

Today was the last Nutrition in Me! 3 lesson. Each week your child brought home a newsletter. Please tell us how you used the information in the newsletters. **Please send the completed questionnaire to school with your child.**

<p>As a result of reading this newsletter, did you or your family do any of the following:</p>	Check Your Answer:	If you marked YES, write what you are doing or what information was most valuable to you:
• We did some of the suggested activities in the newsletter.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We changed some of the ways we prepare food so they are lower in fat, sugar or salt.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We buy healthy snacks more often for my child to eat.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We read nutrition labels more often when choosing food.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We prepared new foods or recipes from the newsletter at home.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We increased the amount of physical activity we did this week.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We eat more fruits and vegetables.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We are more aware of serving sizes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• We eat more meals together as a family.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
• I would attend classes about healthy eating if they are offered.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Name _____ Phone _____ Address _____ Email _____

(If you marked 'yes', please fill in your name and contact information.)

Our funding agency requires that we ask for this information.

Age: <input type="checkbox"/> 18-59 years <input type="checkbox"/> 60+ years	Are you Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you received food assistance from any of these community resources in the last three months? <i>(Check all that apply.)</i> <input type="checkbox"/> Basic Food (SNAP or EBT card) <input type="checkbox"/> Child Nutrition (free/reduced school meals, snacks; summer feeding program) <input type="checkbox"/> Food Banks <input type="checkbox"/> ECEAP/Head Start <input type="checkbox"/> TANF/Job Readiness <input type="checkbox"/> Tribal Commodities (FDPIR) <input type="checkbox"/> WIC (Women, Infant & Children) <input type="checkbox"/> No, I do not receive food assistance.
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Race: <i>(Check all that apply.)</i> <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African-American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White/Caucasian	

Nutrition in Me! 3 – Cuestionario de Salud

Hoy ha sido la última lección de Nutrition in Me! 3. Cada semana su niño trajo a casa una carta. Por favor díganos como ha usado la información de la carta. Haga el favor de mandar el cuestionario después de contestarlo con su hijo a la escuela.

Como resultado después de leer la información en la carta usted, o su familia hicieron algo de lo siguiente:	Marque su respuesta:	Si usted marcó SI, escriba que está haciendo o cual información fue la más valiosa para usted:
● Nosotros hicimos algo de lo sugerido en la información.	___ Sí ___ No	_____
● Cambiamos la forma de preparar los alimentos con menos grasa, azúcar y sal.	___ Sí ___ No	_____
● Compramos más seguido bocadillos saludables para el niño.	___ Sí ___ No	_____
● Leemos las etiquetas de nutrición cuando escogemos los alimentos.	___ Sí ___ No	_____
● Preparamos nuevas comidas y recetas de la información en la carta.	___ Sí ___ No	_____
● Aumentamos en esta semana nuestra actividad física.	___ Sí ___ No	_____
● Comemos más vegetales y frutas.	___ Sí ___ No	_____
● Estamos más conscientes del tamaño de una porción.	___ Sí ___ No	_____
● Tenemos más comidas en familia.	___ Sí ___ No	_____
● Atendería clases acerca de Comer Saludable si las ofrecieran.	___ Sí ___ No	Nombre _____
(Si usted marco 'Si', por favor denos su nombre y dirección.)		Teléfono _____
		Dirección _____
		Email _____

La agencia que nos provee requiere que preguntemos por la siguiente información.

Edad: <input type="checkbox"/> 18-59 años <input type="checkbox"/> 60+ años	¿Es usted hispano/latino? <input type="checkbox"/> Sí <input type="checkbox"/> No	¿Ha recibido asistencia de alimentos de alguno de estos recursos comunitarios en los últimos tres meses? (Marque todo lo que corresponda.) <input type="checkbox"/> Basic Food (tarjeta SNAP o EBT) <input type="checkbox"/> Child Nutrition (comidas gratis o de costo reducido, programa de alimentación de bocadillos de verano) <input type="checkbox"/> Bancos de alimentos <input type="checkbox"/> ECEAP/Head Start <input type="checkbox"/> TANF/Job Readiness <input type="checkbox"/> Tribal Commodities (FDPIR) <input type="checkbox"/> WIC (Mujeres, bebés y niños) <input type="checkbox"/> No, no recibo asistencia de alimentos.
Sexo: <input type="checkbox"/> Femenino <input type="checkbox"/> Masculino	Raza: (Marque todo lo que corresponda.) <input type="checkbox"/> Indígena Americano/Nativo de Alaska <input type="checkbox"/> Asiático <input type="checkbox"/> Negro/Afro-americano <input type="checkbox"/> Nativo Hawaiano/de las islas del Pacífico <input type="checkbox"/> Blanco/Caucásico	

NUTRITION IN ME

3rd GRADE Curriculum

Lesson 6

Nutrition in Me! 3

Lesson 6 – Media

LEARNING OBJECTIVES

- Awareness: To understand that media is a form of communication
- Knowledge: To identify the three purposes of media.
- Skill: To recognize the way packaging is designed to influence or persuade the young consumer to buy food products.
- Behavior: To increase awareness of youth-targeted media and make appropriate food choices.
- Target: To increase awareness of youth-targeted media and make appropriate food choices.

SUPPLIES

- Eat Smart Play Hard Poster
- Today's Target
- Drink Containers/Boxes: i.e. Capri-Sun, Honest Kids, Kool-Aid, Snapple, V-8 Fusion, a beverage with and organic label
- Fit Sticks Sticks/Dancing Dice
- Whiteboard, dry erase pen or document camera
- Bingo Review Cards
- Certificates for jump rope challenge
- NERI: pencils, bracelets (for returning parent evaluations)
- Justice for All poster

FOOD TASTING SUPPLIES

- Veggies for dipping in hummus: carrots, peppers (buy what on sale) broccoli, cucumbers, cherry tomatoes, zucchini
- Chickpeas
- 1 Lemon
- Minced garlic or garlic powder
- Vinyl gloves
- Napkins
- Plates
- Handy Wipes
- Cooler
- Ice Packs

HANDOUTS

- MyPlate Bingo
- Post-Test
- Media Word Search
- Parent Newsletter (English & Spanish)

PREP TIME

- Make hummus and bag veggies before arriving to class.
- 15 minutes to gather teaching supplies.
- 15 minutes to prep snack ingredients and supplies.
- Prior to lesson:
 - Shop for ingredients for snack
 - Copy handouts
 - Gather needed supplies for lesson (see above)

EVALUATION

- Name the 3 purpose of media.
- MyPlate Bingo

EDUCATOR NOTES

LESSON FLOW (45-minute lesson)

- Introduction to Lesson (Target)
- Activity #1: What is Media? (Knowledge & Skills) 15 minutes
- Activity #2: MyPlate Bingo (Knowledge) 10 minutes
- Brain Booster/Physical Activity
- Activity #3: Post Test 10 minutes
- Activity #4: Snack 8 minutes
- Activity #5: Incentives and/or jump rope challenge 5 minutes

EDUCATOR HINTS AND TIPS

- Prior to each lesson hang up the Eat Smart Play Harder Poster from NASCO.
- Set up blender and utensils
- Put up Eat Smart Play Hard poster
- Have teaching materials ready for lesson
- Jump rope Challenge and/or FitSticks
- Please refer to the educator hints that are in the scripted outline.
- The script is a suggested way of presenting the information, but if there is a better flow of wording you are more comfortable with, please feel free to use it as long as the objective is being met.
- Each lesson has a **riddle** to introduce the lesson. Source is My Plate Builder Game for Grades 2-3 purchased from EduPress.

TEACHER INVOLVEMENT

Prepping snack during post-test: small scoop of hummus on each plate along with veggies.

FOOD SAFETY

- Must have food handler's card.
- Follow best practices for food safety and food handling.
- Follow best practices for handling knives and any other appliance and utensils.
- Wash fruits and vegetables prior to preparing and eating.

ALLERGY ALERTS

- Prior to teaching in the classroom, obtain any food allergy concerns from teacher.
- For children with food allergies, they are encouraged to bring own snack from home. When possible the nutrition educator with modify food tasting snack; i.e. remove cheese from wrap, or provide a small serving of fruit for fruit parfait (dairy allergy)

TEACHER OUTLINE (SCRIPTED)

INTRODUCTION

Today is our last lesson and we will be learning about media, we will be reviewing all of our lessons by playing BINGO, we will take a Post-Test to see what you learned from our time together. We'll have a yummy snack and pass out incentives! It's a jam packed lesson so let's get started!

Riddle: "Write" the name of your favorite food in the air for a partner, and see if he or she can guess what it is. (show an example)

Jump Rope Challenge

Please refer to instruction sheet, week #6. This is the lesson announcing winner of challenge and handing out certificates. This would be the time to set up a time for a smoothie party with the winning class. An option is to do this at the end of the lesson, during incentives.

EDUCATOR NOTE: If you were unable to do jump rope challenge this is where to insert a Brain Booster Stick or Dancing Dice.

Activity #1: What is Media?

Supplies: Whiteboard and pen, or a document camera and paper and pen, juice box labels.

- What does the word Media mean to you? Listen to responses and guide them to what it means.
- Media is a way of communicating or expressing information or ideas to other people.
- Let's make a list of the different types of media we come across every day. There are traditional forms and digital forms.
- What are different forms of media? You may need to start the list to give them some ideas. Time limit is 3-5 minutes max.

Listed below are examples of media we see every day:

- Newspapers
- T.V
- Radio
- Visual arts (paintings, photos, etc.)
- Comic books
- Advertisements
- Commercials
- Books
- Magazines
- Music
- Infomercials
- Public Service Announcements
- Signs on buses
- Blogs
- Bus stop signs
- Radio contests
- Art contests
- Internet
- Theater
- Dance
- Performing Arts
- Video games
- Social Networks (Facebook, Snapchat, etc.)
- Billboards
- Videos/DVDs
- Sports sponsorships
- Movies
- Signs on trucks and vans
- Food or drink packages
- Mail
- Email
- Texting
- Flyers/brochures
- Smartphones
- YouTube

All media products have a purpose, or a reason they are created. What do you think the three main purposes of media are? Write on board

- Persuade: for example magazine and internet advertisements.
- Inform: T.V. news and blogs.
- Entertain: Movies or video games.

To help us remember the purposes of media, let's use the mnemonic (ni-MON-ik) PIE (underline the first letter in each word).

Ask students to categorize the purpose of each form of media. For example newspaper is informative, so you would write the letter "I" next to newspaper.

Why is it helpful to know the purposes of different kind of media?

- Knowing the purpose helps us be more aware of how media are used and how media may affect us.
- Example: ads for smoking = there could be a billboard advertising a brand of cigarette which can negatively affect our body. Then there is an ad that says smoking is bad for your health, which helps promote that smoking is bad for your health.
- Knowing the purpose helps us to think critically about what we see and hear in the media.
- A fast food restaurant is advertising soft drinks are \$1.00 for any size. How does this affect you positively and negatively? Positive is that it's cheap, the negative being way too much sugar.

Let's take a look at some of these fruit drink boxes. Display several different juice drink boxes, some examples include Capri-Sun, Honest Kids, Kool-Aid, etc.

- What do you find attractive about these boxes?
- What's on the cover that would persuade you to buy a particular juice?
- How would you decide what to buy?

EDUCATOR NOTE: During the discussion some things to point out would be the persuasive labeling "no high-fructose corn syrup" "25% less sugar", the color of the box, any characters, the word "organic".

- Do you recall in our Fruit and Vegetable lesson what type of juice was best?
- Do any of these boxes say 100% juice?
- Just like when you were a whole grain detective during the grain lesson, you need to be a detective when it comes to choosing healthy foods that is best for your growing body.
- Let's take a look at the ingredient list of these boxes (the ones that are not 100% juice)
- Explain that a lot of fruit juice drinks are water and other types of sugars.
- You will see words that end in "-ose", and those are types of sugars. Examples include sucrose, dextrose, high fructose corn syrup, beet sugar, cane sugar, corn syrup to name a few. There may be some juice in the drink, however in order for it to count as a serving of fruit it has to be 100% juice. (If possible, display under document camera).
- Next time you go shopping with your parents, take a look at the products that appear to be healthy, but if you investigate a bit further, may not always be the best choice.

Great Job!

Activity #2: Review with MyPlate Bingo

Supplies: Bingo cards (handout), Set of question cards, document camera, students will need a pencil or marker.

How to Play:

1. Pass out bingo sheet and instruct students to get out a pencil or marker.
2. Ask the students if they notice the true/false boxes at the bottom of each bingo number.
3. Explain that you will be reading a true/false statement that you will display under the document camera.
4. Each student will think of what the answer is and mark either true or false.
5. Ask a student to raise their hand if they would like to answer the question.
6. Flip over the card to display the answer and explanation.
7. If they mark it correctly, the student can either mark the entire box the an X or a smiley face.
8. If the student marked it incorrectly, they do not do anything.
9. Repeat until there is a bingo.
10. The player with 5 across, down or diagonal has a bingo.
11. If time allows, you may play if a student(s) get a bingo, just to get in some more review questions.

Activity #3: Post Test

Supplies: Post-test and pencil

Teacher involvement: Have classroom teacher give test by reading the questions and the possible answers, while you prep the snack.

You did so well on the bingo questions, I think you are ready for the post-test!

- Ask students to get out a pencil (no markers).
- Pass out test and instruct students to write their number and today's day on the top right corner.
- Explain the expectations during the test, that there is no talking and eyes are on their own paper.
- Explain that you will read each question and possible answers and that they should circle the answer they think is correct.
- When each student has completed their test, they may quietly work on the Media word search.

Activity #4: Snack - Green Smoothie

Supplies: Blender, measuring cup, ingredients, 3 oz. cups, napkins, gloves.

Recipe: Serves a family of 4

1 frozen banana

1 cup pineapple/orange juice

1 cup low-fat plain or vanilla yogurt

2 cups fresh spinach or kale

Directions:

1. Peel banana, break into chunks and put in freezer for at least 2 hours.
2. Wash spinach or kale well. Discard stems.
3. Pour pineapple/orange juice into blender and add frozen banana chunks.
4. Add yogurt and spinach (or kale) to blender.
5. Put lid on top of blender and blend for 1 to 2 minutes. Pour into glasses and serve.

Activity #5: Incentives

Thank the students for allowing you to come into their classroom to teach them about eating good foods and being physically active, and any other comments you would like to add at this point. Some questions to ask:

- What's one thing you are doing differently since we've been together?
- Have you made any of the snacks we had in the classroom at home?
- What was your favorite snack?

Hand out agreed upon incentives (pencils, stickers, bracelets, etc).

NUTRITION IN ME! 3

STUDENT'S CODE NUMBER _____ DATE _____ PRE POST

Circle the answer that best applies to you.

	1	2	3	4
1. I eat vegetables . . .	Never or almost never	Some days	Most days	Every day
2. I eat fruit . . .	Never or almost never	Some days	Most days	Every day
3. I choose healthy snacks . . .	Never or almost never	Some days	Most days	Every day
4. I eat breakfast . . .	Never or almost never	Some days	Most days	Every day
5. I do physical activities . . .	Never or almost never	Some days	Most days	Every day

	1	2	3
6. Being active is fun.	I do not agree	I'm not sure	I agree
7. Being active is good for me.	I do not agree	I'm not sure	I agree

	1	2	3	4
8. A pizza was left out of the refrigerator all night. What should you do?	Eat the pizza	Smell the pizza and then decide if it's okay to eat.	Put the pizza in the refrigerator	Don't eat the pizza
9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

Circle the answer that best applies to you.

	1	2	3	4
10. I wash my hands before making something to eat.	Almost never	Sometimes	Most of the time	Always

	1	2	3
11. Will you ask your family to buy your favorite fruit or vegetable?	No	Maybe	Yes
12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?	No	Maybe	Yes
13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?	No	Maybe	Yes
14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?	No	Maybe	Yes

NEWS PARENTS CAN USE

Lesson 6

Media

Media is a Form of Communication!

This week your child learned that media is a form of communication, including:

- ✓ Identifying the three purposes of media.
- ✓ Recognizing the way packaging is designed to influence or persuade the young consumer to buy food products.
- ✓ Increasing awareness of youth-targeted media and making appropriate food choices.

What's in an Ad?

In 2014, more than \$258 billion was spent on products by and for teens. We are barraged by advertising on social media, TV, mobile apps, videos and games. You can recognize the advertising techniques used and help your children recognize them, too.

When you are with your kids, talk to them about what they are seeing when they use digital media. Ask them to identify the persuasion method being used:

- Is the advertiser “hooking” you with a contest or game?
- Will you be part of a group or stand out from the crowd?
- Are there buzz words like, “new,” “natural,” or “fresh”?
- Are celebrities or athletes using the product?
- Is the ad tailored to fit your needs and wants?
- Will using the product prevent something (like bad breath)?

Help your kids see through advertising to make wise buying decisions.

The American Academy of Pediatrics has a few tips to help you balance your kids' media use with other activities. Media for children, ages 6 and up:

- Make sure limits on amount of time, types of media are consistent.
- Balance out screen time with other activities.
- Don't forget to designate 'media-free' times and areas and talk to your child about how to behave both online and offline.

Get to Know Your Public Library

Most libraries have computers to access the internet or you can connect your own device directly to the library's WiFi. Many libraries offer downloadable media for home computers or mobile devices including music, movies audio books and e-books in several different formats.



Do Grade School Kids Need a Cell Phone: Yes, No, Maybe?

When thinking about getting your elementary child a cell phone, consider the following:

- You will be able to call or text him to ensure you know their plans and extracurricular activities.
- You can make sure your child is safe or if there is an emergency, your child can reach you.
- Limited calling plans are available, which may help in making a decision when it comes to finances.

On the other hand, you may choose not to give your child a phone --

- If the cell phone will be used as more of a status symbol to other kids than useful.
- If your child cannot keep track of his belongings or loses things.
- If you drive your child to and from school and other activities, a phone may not be necessary.

When your child asks for a phone, find out why they would like one. It might make your decision easier.



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MyPlate Bingo

1 True <input type="checkbox"/> False <input type="checkbox"/>	2 True <input type="checkbox"/> False <input type="checkbox"/>	3 True <input type="checkbox"/> False <input type="checkbox"/>	4 True <input type="checkbox"/> False <input type="checkbox"/>	5 True <input type="checkbox"/> False <input type="checkbox"/>
6 True <input type="checkbox"/> False <input type="checkbox"/>	7 True <input type="checkbox"/> False <input type="checkbox"/>	8 True <input type="checkbox"/> False <input type="checkbox"/>	9 True <input type="checkbox"/> False <input type="checkbox"/>	10 True <input type="checkbox"/> False <input type="checkbox"/>
11 True <input type="checkbox"/> False <input type="checkbox"/>	12 True <input type="checkbox"/> False <input type="checkbox"/>	FREE SPACE	13 True <input type="checkbox"/> False <input type="checkbox"/>	14 True <input type="checkbox"/> False <input type="checkbox"/>
15 True <input type="checkbox"/> False <input type="checkbox"/>	16 True <input type="checkbox"/> False <input type="checkbox"/>	17 True <input type="checkbox"/> False <input type="checkbox"/>	18 True <input type="checkbox"/> False <input type="checkbox"/>	19 True <input type="checkbox"/> False <input type="checkbox"/>
20 True <input type="checkbox"/> False <input type="checkbox"/>	21 True <input type="checkbox"/> False <input type="checkbox"/>	22 True <input type="checkbox"/> False <input type="checkbox"/>	23 True <input type="checkbox"/> False <input type="checkbox"/>	24 True <input type="checkbox"/> False <input type="checkbox"/>

Build a Healthy Plate

- Choose a variety of foods every day.
- Check the label and find whole-grain cereals, breads, crackers, rice and pasta.
- Eat fruit as snacks, salads and desserts.
- Keep raw, cut-up vegetables handy.
- Switch to skim or 1% milk.

Be Physically Active Your Way

- Move your body for 60 minutes every day.
- Pick activities that you like to do.
- Spend less time watching TV, playing video games and sitting around.

Media Word Search

E T O S K Z I O Q B Z D R W D P H N S S V W S G Q Y
 W G O U F D R B B Z D S W E F U S L E E Z O K Z E J
 W S I E Z F J J J S S E L H Q B V M H R W H R W G U
 R A D I O C O N T E S T S A S L A H W U R N O I L G
 J N A C W X C X C R Q Z N I I I Y Z H H T V W B H C
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For a Protein-Packed Snack, Try Hummus

It's really just bean dip . . .

Two tablespoons hummus counts as 1 ounce of cooked lean meat. This hummus dip recipe helps us meet our daily need for protein and is low in fat (not all hummus is low in fat, so check the label). Though this dip is called hummus, it is really just bean dip.

Hummus Dip



What you need:

2 cups chickpeas, drained (Chickpeas are the same thing as garbanzo beans. If you can't find them at your store, use mashed kidney beans.)

1 clove garlic, finely chopped (or garlic powder to taste)

¼ teaspoon salt

½ teaspoon cumin

1 tablespoon olive oil

¼ cup water

Whole-grain crackers or pita bread

What you do:

1. Mash beans and add all other ingredients except water. A blender or food processor can also be used.
2. Add water a tablespoon at a time, until a thick paste is formed (Continue to stir or process until very smooth.
3. Chill until serving time. Serve with whole-grain crackers or pita bread for dipping.

Makes 2 cups

Nutrition Facts	
Serving Size (599g)	
Servings Per Container	
Amount Per Serving	
Calories 650	Calories from Fat 160
% Daily Value*	
Total Fat 18g	28%
Saturated Fat 2g	10%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 710mg	30%
Total Carbohydrate 93g	31%
Dietary Fiber 20g	80%
Sugars 4g	
Protein 28g	
Vitamin A 0%	• Vitamin C 2%
Calcium 20%	• Iron 30%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

#1

True or False?

Potassium is a mineral that helps the muscles contract.

#2

True or False?

On a single day, it is best to eat vegetables that are all the same color?

TRUE:

Along with helping your muscles, it is also very important for this muscle in your chest. What do you think it is?

FALSE:

It is best to eat a rainbow of colors throughout the day to get a variety of vitamins and minerals. Can you think of at least 3 different colored vegetables you could eat throughout the day?

#3

True or False?

Most fruit contains Vitamin C.

#4

True or False?

Fiber helps clean out our nervous system.

TRUE:

Can you name 5 fruits that contain Vitamin C?

FALSE:

Fiber helps clean out our digestive system!

#5

True or False?

Raisins are dried plums.

#6

True or False?

Native Americans called corn, beans, and squash "the three sisters," because they help each other grow when planted together.

FALSE:

Raisins are dried _____!

TRUE:

Why? Corn is a natural trellis or pole for the bean vine to grow. Squash helps keep soil moist and deters weeds from growing. Plus the 3 provide balanced nutrition. Corn provides carbohydrates and energy, beans provide protein and squash provides vitamins and minerals. Native Americans planted all three seeds in the same hole.

#7

True or False?

Proteins act like building blocks for bones, blood and muscles.

#8

True or False?

Good times to wash our hands include after playing outside, before using the restroom, before we eat, after we play with pets, and after we make our dinner.

TRUE:

Remember that protein is in every cell in our body, which helps in building and repairing body tissue.

FALSE:

When are good times to wash our hands?

#9

True or False?

White rice has more fiber than brown rice?

#10

True or False?

Eggs are a good source of calcium.

FALSE:

Long grain brown rice is a whole grain which has all 3 parts of the grain. White rice has been processed where the bran has been removed. Bran provides fiber!

FALSE:

Eggs are a good source of protein because they come from a chicken. 1 egg has 6 grams of protein which is 12% of your daily value! An egg is a great way to start your day.

#11

True or False?

Popcorn is a whole grain food?

#12

True or False?

A glass of milk has more calcium than a slice of cheddar cheese?

TRUE:

Air-popped popcorn is a great way to get a whole grain, but what is added that can make the popcorn unhealthy for you?

TRUE:

Remember to look at the Nutrition Fact label to determine if the dairy food is a good to excellent source of calcium.

#13

True or False?

Kids need at least 60 minutes of moderate to vigorous activity per day, at least 5 days a week, to stay strong and healthy.

#14

True or False?

5 grams of fat per serving of dairy is considered a low-fat dairy food.

TRUE:

What are some physical activities you could do to get your 60 minutes?

FALSE:

3 grams of fat per serving is a low-fat food.

FALSE:

Vitamin A is good for our eyes.

FALSE:

You need 3 servings of fruit and 5 servings of vegetables everyday. Remember to try and make your plate 1/2 full of fruits and vegetables at least twice a day.

#17

True or False?

**Beans such as pinto beans or black beans,
provide fiber and protein.**

#18

True or False?

15% calcium is an EXCELLENT source of calcium.

TRUE:

Beans are a great source of both fiber and protein.

FALSE:

15% is considered a moderate source of calcium.

What is the goal when you are looking at a Nutrition Facts of a dairy food?

#19

True or False?

Out of all our servings of grains during the day, half should be whole grains.

#20

True or False?

Eating a banana is a great way to get some potassium.

TRUE:

3 or more servings of grains should be whole grain foods.

TRUE:

One banana will provide 12% of your daily value for potassium! Other foods that have a good source of potassium are potatoes, cantaloupe, melons, sweet potatoes, spinach and squash.

#21

True or False?

Drinking 1 cup of 100% orange juice provides 1 serving of fruit.

#22

True or False?

Bacon is a lean choice of protein.

TRUE:

But remember one serving of fruit juice per day.

FALSE:

Why?

#23

True or False?

Scrubbing your hands for 5 seconds will clean most of the germs from your hands.

#24

True or False?

Eating extra protein will give me bigger muscles.

FALSE:

How long should you scrub your hands?

FALSE:

What do you need to do in order to develop bigger and stronger muscles?

#15

True or False?

Vitamin A is good for our ears.

#16

True or False?

You need 5 servings of fruit and 3 servings of vegetables everyday.

True or False?

Potassium is a mineral that helps the muscles contract.

TRUE: Along with helping your muscles, it is also very important for this muscle in your chest. What do you think it is?

True or False?

On a single day, it is best to eat vegetables that are all the same color?

FALSE: It is best to eat a rainbow of colors throughout the day to get a variety of vitamins and minerals. Can you think of at least 3 different colored vegetables you could eat throughout the day?

True or False?

Most fruit contains Vitamin C.

TRUE: Can you name 5 fruits that contain Vitamin C?

True or False?

Fiber helps clean out our nervous system.

FALSE: Fiber helps clean out our digestive system!

True or False?

Raisins are dried plums.

FALSE: Raisins are dried _____!

True or False?

Native Americans called corn, beans, and squash "the three sisters," because they help each other grow when planted together.

TRUE: Why? Corn is a natural trellis or pole for the bean vine to grow. Squash helps keep soil moist and deters weeds from growing. Plus the 3 provide balanced nutrition. Corn provides carbohydrates and energy, beans provide protein and squash provides vitamins and minerals. Native Americans planted all three seeds in the same hole.

True or False?

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TRUE: Remember that protein is in every cell in our body, which helps in building and repairing body tissue.

True or False?

Good times to wash our hands include after playing outside, before using the restroom, before we eat, after we play with pets, and after we make our dinner.

FALSE: When are good times to wash our hands?

True or False?

White rice has more fiber than brown rice?

FALSE: Long grain brown rice is a whole grain which has all 3 parts of the grain. White rice has been processed where the bran has been removed. Bran provides fiber!

True or False?

Eggs are a good source of calcium.

FALSE: Eggs are a good source of protein because they come from a chicken. 1 egg has 6 grams of protein which is 12% of your daily value! An egg is a great way to start your day.

True or False?

Popcorn is a whole grain food?

TRUE: Air-popped popcorn is a great way to get a whole grain, but what is added that can make the popcorn unhealthy for you?

True or False?

A glass of milk has more calcium than a slice of cheddar cheese?

TRUE: Remember to look at the Nutrition Fact label to determine if the dairy food is a good to excellent source of calcium.

True or False?

Kids need at least 60 minutes of moderate to vigorous activity per day, at least 5 days a week, to stay strong and healthy.

TRUE: What are some physical activities you could do to get your 60 minutes?

True or False?

5 grams of fat per serving of dairy is considered a low-fat dairy food.

FALSE: 3 grams of fat per serving is a low-fat food.

True or False?

Vitamin A is good for our ears.

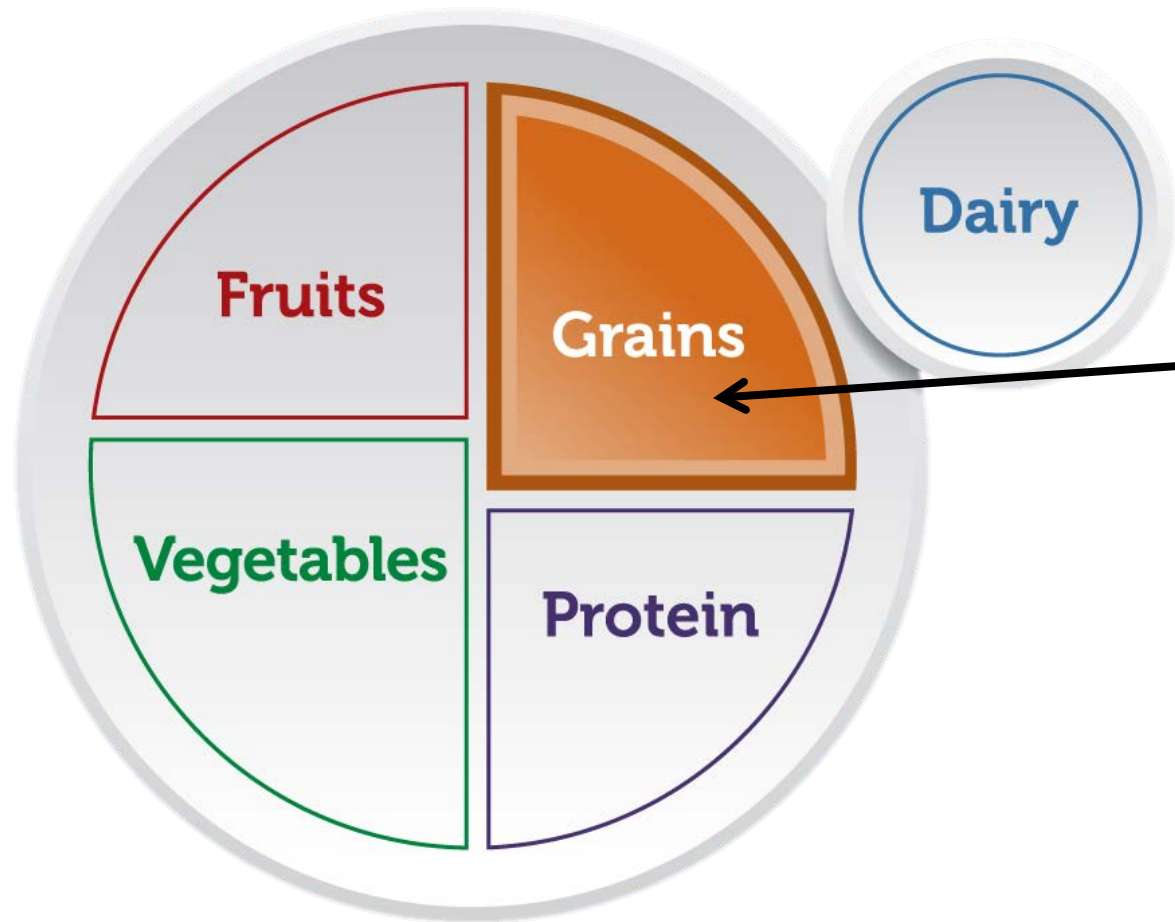
FALSE: Vitamin A is good for our eyes.

True or False?

You need 5 servings of fruit and 3 servings of vegetables everyday.

FALSE: You need 3 servings of fruit and 5 servings of vegetables everyday. Remember to try and make your plate 1/2 full of fruits and vegetables at least twice a day.

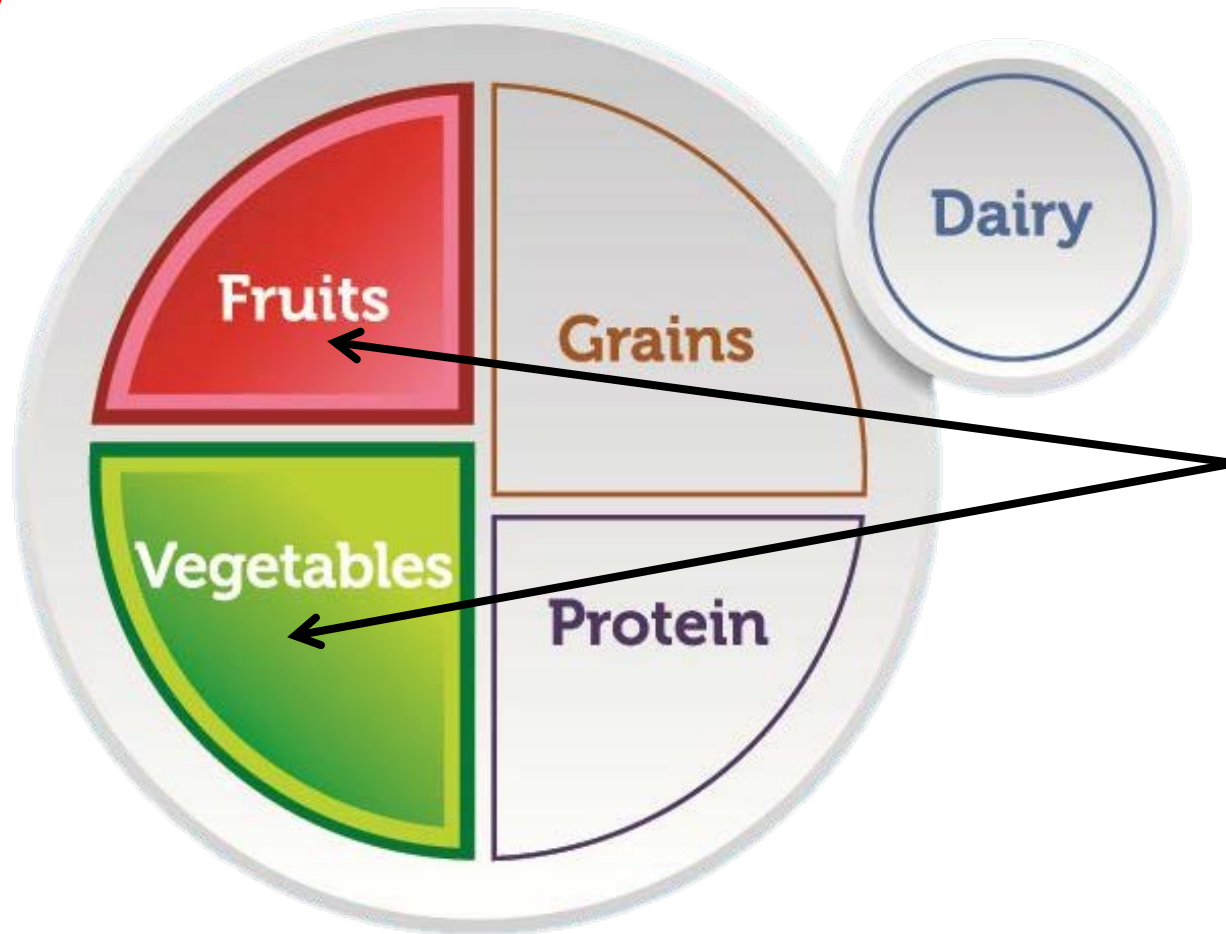
- True or False? **Beans such as pinto beans or black beans, provide fiber and protein.**
- TRUE: Beans are a great source of both fiber and protein.
- True or False? **15% calcium is an EXCELLENT source of calcium.**
- FALSE: 15% is considered a moderate source of calcium. What is the goal when you are looking at a Nutrition Facts of a dairy food?
- True or False? **Out of all our servings of grains during the day, half should be whole grains.**
- TRUE: 3 or more servings of grains should be whole grain foods.
- True or False? **Eating a banana is a great way to get some potassium.**
- TRUE: One banana will provide 12% of your daily value for potassium!
Other foods that have a good source of potassium are potatoes, cantaloupe, melons, sweet potatoes, spinach and squash.
- True or False? **Drinking 1 cup of 100% orange juice provides 1 serving of fruit.**
- TRUE: But remember one serving of fruit juice per day.
- True or False? **Bacon is a lean choice of protein.**
- FALSE: Why?
- True or False? **Scrubbing your hands for 5 seconds will clean most of the germs from your hands.**
- FALSE: How long should you scrub your hands?
- True or False? **Eating extra protein will give me bigger muscles.**
- FALSE: What do you need to do in order to develop bigger and stronger muscles?



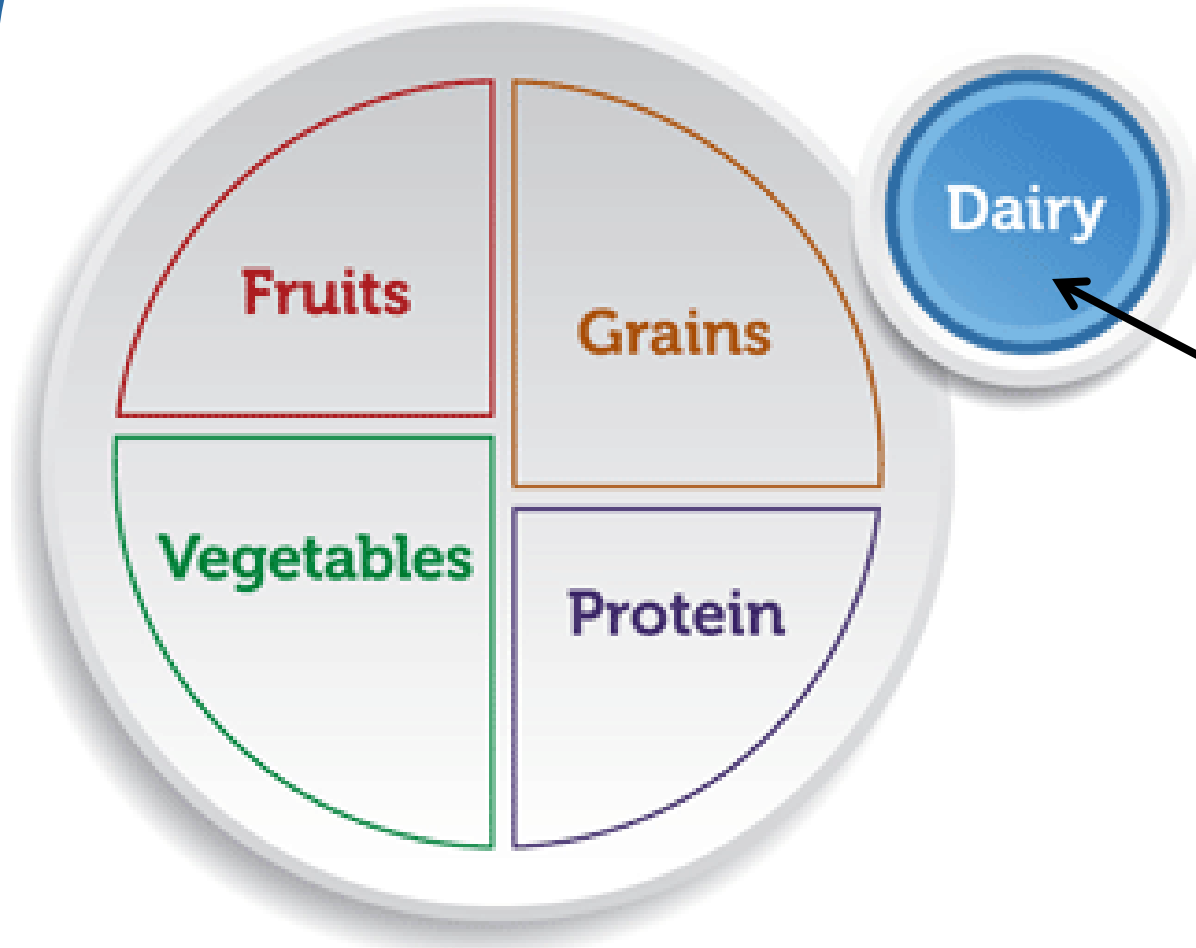
Today's TARGET:

To recognize the difference between whole grains and refined grains.

Today's TARGET:

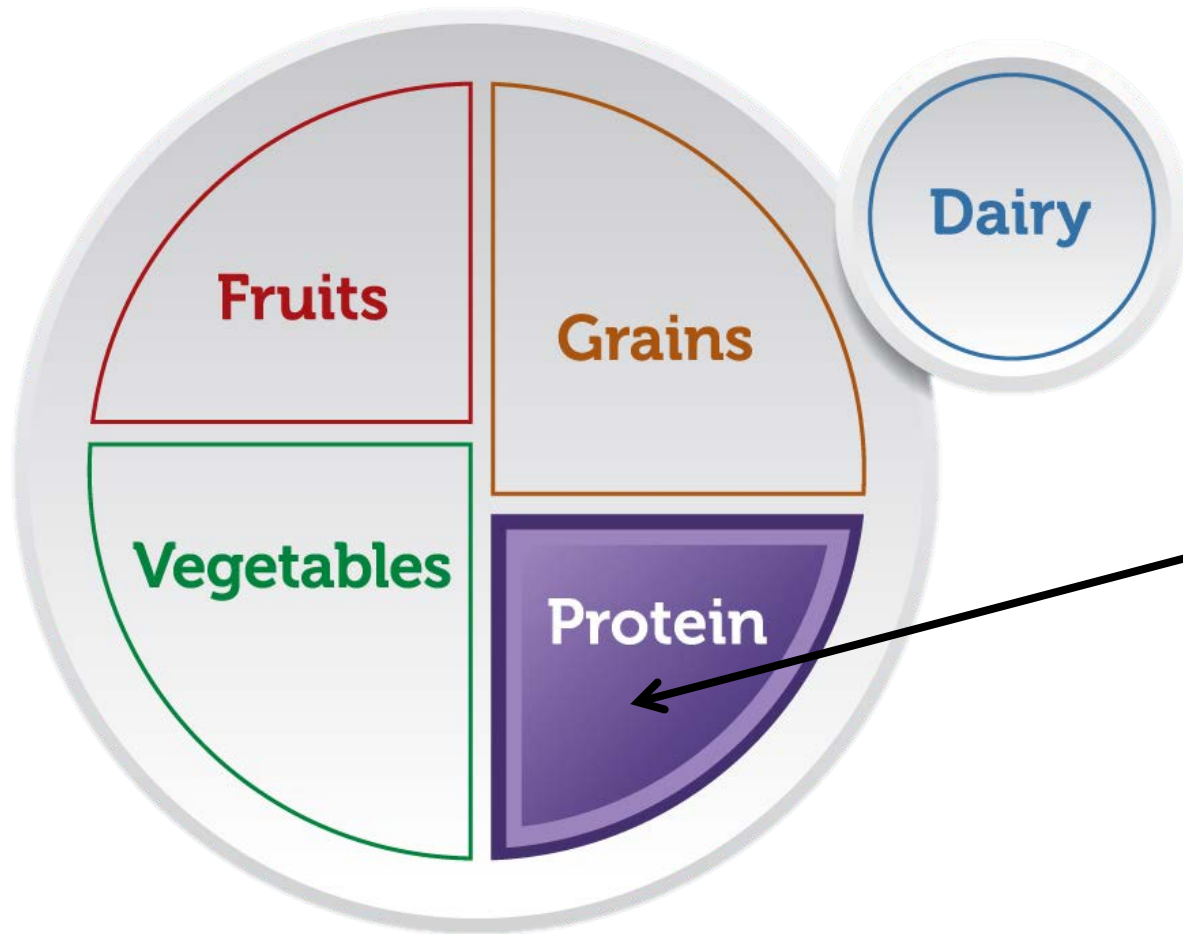


To understand the importance of eating a rainbow of fruits and vegetables.



Today's TARGET:

**To identify foods
rich in calcium and
low in fat.**



Today's TARGET:

To understand the importance of eating a low-fat, lean choice from the protein group.



Today's TARGET:

To understand the importance of washing hands often to reduce the spread of germs.

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