

My Garden, MyPlate

Subjects Taught: Health, Physical Education, Language Arts, Science, Mathematics

Grade Levels: Kindergarten -2nd Grade

Brief Description: Students will become familiar with the foods they eat and healthy eating habits while learning about the *MyPlate* food categories.

Objectives: Students will:

1. Write a name of a food in the correct area of the *MyPlate* handout.
2. Draw a picture of that food item for each section of the *MyPlate* diagram.
3. Identify where the fruits and vegetables grown in the school garden should be placed on the *MyPlate* diagram.

Life Skills: communicating, following directions, identifying, making healthy choices, sorting

Materials Needed:

- *MyPlate* handout: www.choosemyplate.gov/food-groups/downloads/MyPlate/ColoringSheet.pdf or on page 58.
- crayons
- magazine or Internet pictures of foods for each area of *MyPlate* diagram

Time:

15 minutes for collection of food pictures/magazines
1 hour activity – may be broken into several lessons, depending on time frame or grade level

Preparation:

1. Print out or obtain a poster-sized *MyPlate* to post in the classroom.



2. Print out copies of *MyPlate* diagram for each student.
3. Gather magazines, grocery store advertisement, or Internet pictures for student use.
4. Gather materials for students to color their own foods.

Vocabulary: fruit, grain, menu, vegetables

Background Information:

Teacher should be familiar with the *MyPlate* graphic organizer, including food categories. If not, please review the information at www.choosemyplate.gov

Florida Standards Met At-A-Glance

National Next Generation Science	K-PS1-a., K-PS1-c., 1-LS3-a., 3-LS1-a., 2-LS2-a
English /Language Arts	K.W.1.2, K.W.3.8, 1.W.3.8, 2.W.3.8, K.SL.1.2, K.SL.1.3, 1.SL.1.2, 1.SL.1.3, 2.SL.1.2, K.L.3.5
Physical Education	PE.K.L.2.6, PE.1.L.2.8, PE.1.R.1.3, PE.2.L.2.11
Health	HE.K.B.2, HE.K.B.3.2, HE.K.P.1.1, HE.K.P.2.1, HE.1.C.1.1, HE.1.P.1.1, HE.1.P.2.1, HE.2.C.1.1, HE.2.P.1
Science	SC.K.N.1.1, SC.K.L.14.3, SC.K.P.8.1, SC.1.N.1.1, SC.1.L.14.1, SC.1.P.8.1, SC.2.N.1.1, SC.2.L.17.1

Introduction :

Teacher asks, “What did you have for breakfast this morning?” Students draw a quick sketch or write down a list of their breakfast foods within the areas of a *MyPlate* diagram as a pre-assessment. Some students may have eaten “combination” foods for breakfast and therefore get confused on where to put these items [combination foods are a single serving of a dish that contains two or more of the required meal components, such as a breakfast burrito that may have eggs (meat/meat alternate component), cheese (dairy/dairy alternate component) and wheat (grain/grain alternate component) in the tortilla]. Tell the student to dissect the components of the food and put the components into the different areas of *MyPlate*. Below is a link to help the kids understand combination foods and where they belong.

Worksheet that helps kids with combination food

identification: www.nourishinteractive.com/nutrition-education-printables/120-food-groups-combinations-kids-elementary-school-worksheet

Activity One:

- Opener:** Read one of the books about nutrition listed in the resource section and have students listen to a read aloud about healthy eating in order to begin a discussion about healthful eating.



- I do:** Post a poster size *MyPlate* diagram on the wall or board to help students determine where foods would be placed on this chart. On the *MyPlate* diagram show students how you would place their lunch or breakfast foods into the correct areas of the poster.
- We do:** Students engage in a think-pair-share about their lunch food items. They think about one of their breakfast foods and what part of the plate it would go in (10 seconds). They share with a partner for one minute about where their food would go on the *MyPlate* diagram. Students raise their hands and draw or write their food on the class *MyPlate* diagram for discussion.
- You do:** Students work in pairs, and each pair needs its own *MyPlate* diagram. They look for photos in magazines and sort into each category on the *MyPlate* diagram where these photos of food items fit.
- Closing:** When groups are done, put the student partners' posters around the class. Have students engage in a museum tour walking silently and looking at other students' work. Engage in a follow-up discussion about foods and food groups related to healthy eating.

Activity Two:

- Opener:** Have students review the *MyPlate* chart made from the previous day.
- We do:** Visit the school garden and identify what is growing there. If more than one grade gardens, visit their areas and learn what they are growing.
- We do:** Return to the classroom and make a list of the foods in the garden or have the students draw pictures of each.
- We do:** Have students place the pictures on either their own copy of *MyPlate* or the poster-size *MyPlate* diagram.
- I do:** Teacher draws a “before” and “after” *MyPlate*. Teacher draws all of the items she had for lunch. Teacher then draws new items of what she should have had for lunch (adding a fruit or vegetable).
- We do:** Students think of one item to change from their lunch today and share with their shoulder partner.
- You do:** Students draw their “before” and “after” *MyPlates* for their lunch.
- If a student has juice for lunch make sure they read the label to find out if it is 100 percent juice or a juice drink.

Evaluation Options:

- Have students place food words or drawings on a *MyPlate* diagram with 90 percent accuracy.
- Have students sort food pictures on a *MyPlate* diagram with 90 percent accuracy.

3. Have students describe when they could include foods from the garden into their meal plan for the day and where that food would fit on *MyPlate*.

Extensions or Variations:

1. Use the website www.eatright.org with student games and information at www.eatright.org/NNM/content.
2. Use the website *Fruit and Veggie Champions* for ages 6 – 8 at www.foodchamps.org. It hosts independent games.
3. Use the website *ReadWorks* at www.readworks.org. (You must register, but registration is free.)
4. Celebrate National Nutrition Month in March.
5. Older students could research their own state's school nutrition laws.
6. Use the online assessment game from the Food and Nutrition Services Agency of the United States Department of Agriculture at: www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html.

Resources:

Hawley, Ella. *Exploring Food & Nutrition*. Rosen Publishing, 2012.

Llewellyn, Claire. *Why Should I Eat Well?*. Barron's Education.

Sears, William and Martha Sears. *Eat Healthy, Feel Great*. Little, Brown Books, 2002.

Brown, Laura Krasny and Marc Brown. *Dinosaurs Alive and Well: A Guide to Good Health*. Little, Brown Books, 1992.

Carle, Eric. *The Very Hungry Caterpillar*. Philomel Books, 1986

Credits:

National Nutrition Month website
www.eatright.org/NNM/content.aspx?id=5342#.UDL-PR9b8uwB

MyPlate, U.S. Department of Agriculture
www.choosemyplate.gov/

MyPlate diagram, U.S. Department of Agriculture www.choosemyplate.gov/food-groups/downloads/MyPlate/ColoringSheet.pdf

MyPlate Analysis form, U.S. Department of Agriculture
www.choosemyplate.gov/food-groups/downloads/worksheets/Worksheet_2800_18plusyr.pdf

CPalms website
www.cpalms.org/Standards/FLStandardSearch.aspx

Readworks website
www.readworks.org

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Sample Pre-Post Assessment

1. Draw or describe what you had for breakfast this morning.

2. What food categories does this include?

3. Where do these foods fit on a *MyPlate* diagram?