Anatomy of MyPyramid

One size doesn't fit all

USDA's new MyPyramid symbolizes a personalized approach to healthy eating and physical activity. The symbol has been designed to be simple. It has been developed to remind consumers to make healthy food choices and to be active every day. The different parts of the symbol are described below.

Activity

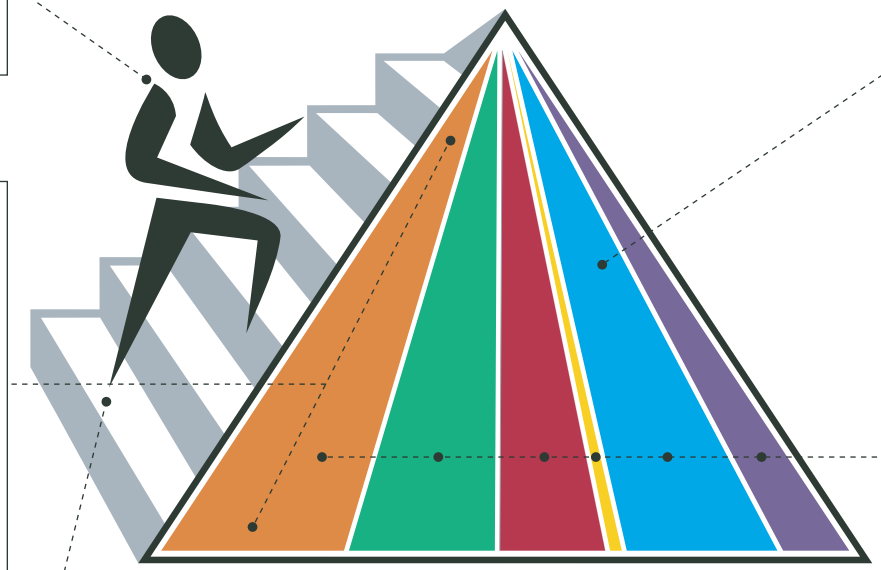
Activity is represented by the steps and the person climbing them, as a reminder of the importance of daily physical activity.

Moderation

Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.

Personalization

Personalization is shown by the person on the steps, the slogan, and the URL. Find the kinds and amounts of food to eat each day at MyPyramid.gov.



Proportionality

Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. The widths are just a general guide, not exact proportions. Check the Web site for how much is right for you.

Variety

Variety is symbolized by the 6 color bands representing the 5 food groups of the Pyramid and oils. This illustrates that foods from all groups are needed each day for good health.

Gradual Improvement

Gradual improvement is encouraged by the slogan. It suggests that individuals can benefit from taking small steps to improve their diet and lifestyle each day.

USDA U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005 CNPP-16

GRAINS | VEGETABLES | FRUITS | OILS | MILK | MEAT & BEANS

AFTERSCHOOL TRAINING TOOLKIT

Investigating Science Through Inquiry

My Pyramid

My Pyramid Data Sheet

	School Lunch Offerings				
	Monday	Tuesday	Wednesday	Thursday	Friday
Grains Food Items % of meals					
Vegetables Food Items % of meals					
Fruits Food Items % of meals					
Oils Food Items % of meals					
Milk Food Items % of meals					
Meat and Beans Food Items % of meals					

Food Foldable

Curriculum Tie:

- **2nd Grade**
  Language Arts
  Standard 6
  Objective 1

Summary:

Students will create a *Food Foldable* to be used as a study guide.

Main Curriculum Tie:

2nd Grade - Content
Standard 1 Objective 1
Describe and adopt behaviors for health and safety.

Materials:

- Food Foldable Inserts (pdf)
- Food Foldable (pdf)
- Food Model Cards
- Styrofoam plates (preferably with five serving areas)
- Guess Your Food Group (pdf)
- Nutrition Song (pdf)

Additional Resources

Books

- *Good Enough to Eat: A Kid's Guide to Food & Nutrition*, by Lizzy Rockwell; ISBN 0060274352
- *Food Safety*, by Sharon Gordon; ISBN 0516259881
- *Miles of Smiles*, p. 52, by Bruce Lansky; ISBN 0439082110

Attachments

- food_foldable_inserts.pdf
- food_foldable.pdf
- guess_food_group.pdf
- nutrition_song.pdf

Web Sites

- Nutrition Explorations
- Heart Disease and Stroke Prevention Program
- Utah Agriculture in the Classroom
  Food Model Cards can be purchased at this site.
- MyPyramid.gov

Background For Teachers:

According to the new food guide pyramid, the five food groups are: grains, vegetables, fruits, meat & beans, and milk. Oils are not a food group, but people need some oils for good health. When students eat a balanced diet they will eat from all of the food groups every day. Students should eat more from some groups than others. Within each food group there are foods that should be eaten more often than others.

A person's diet is what they usually eat. Some children may think that a diet is only something you "go on" to lose weight. A calorie is a unit used to measure the amount of energy in food. A calorie is also called a kilocalorie. We use the energy in calories during our daily activities and when we exercise. Food provides our bodies with nutrients.

Students should have a basic understanding of the new food guide pyramid and how it can help us make healthy choices.

Intended Learning Outcomes:

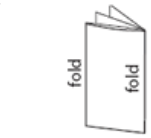
4. Develop physical skills and personal hygiene.

Instructional Procedures:

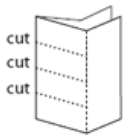
Invitation to Learn

Read the poem "Balanced Diet" found in the book *Miles of Smiles*.

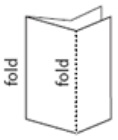
Instructional Procedures



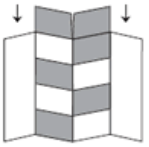
1. Cut out the *Food Foldable Inserts*.
2. Fold the *Food Foldable* in half and cut on the dotted lines.
3. Unfold the *Food Foldable* and weave the inserts through the openings. Make sure you can see the words Healthy Vocabulary on one side.
4. Teach the children the words on the Healthy Vocabulary side of the *Food Foldable*.
5. Have students complete the inside of each word's section. There are directions inside the *Food Foldable* for each word.



6. Turn to the Food Group's side of the *Food Foldable*. Give each student two food model cards.
7. Read the words next to the grains section on the top row of the *Food Foldable*.
8. Ask students to look at their food model cards and hold up any food model cards that belong in the grain group.
9. Attach the cards where everyone can see them.
10. Repeat this process for the other food groups. Students will have some cards left that do not belong in any of the food groups. Explain to students that we should only eat these foods once in a while. These foods are not in a food group.



11. Have students complete the inside of each food group section by drawing at least one example and one non-example.
12. Use the *Food Foldable* as a study guide.



Attachments

- fold.gif

Extensions:

- Sing the "Nutrition Song".
- Investigate foods from other cultures.
- Discuss ways to handle and store food safely.
- Research the agricultural production of foods and the process involved in growing, processing, and transporting the food. Help children understand that food does not come from the grocery store.

Family Connections

- Ask families to keep a dinner diary and list what they eat. Ask students to work together with their families to improve their diet.
- Use the food guide pyramid to help create a healthy grocery list.

Assessment Plan:

- Put the food model cards on a table. Give each child a paper plate (Styrofoam plates with five serving areas work best). Have each student walk along the table as if in a cafeteria and select food items to create a balanced meal.
- Guess Your Food Group
  - Divide the students into groups of five.
  - Give each child in the group one *Guess Your Food Group* card.
  - Signal the students to place their *Guess Your Food Group* cards on their foreheads and stand up.
  - Students should look at the cards on their team-members' heads without talking. The students should use deductive logic to guess their food group.
  - Once the students know their food group, they may sit down while the other students guess.
  - Each team member must state their guess before anyone looks at their cards.

Bibliography:

Research Basis

Barton, M.L., & Jordan, D.J. (2001). *Teaching Reading in Science: a Supplement to Teaching Reading in the Content Areas Teacher's Manual* (2nd Edition). Retrieved November 27, 2006, from http://www.eric.ed.gov.

The Frayer model is a strategy used to teach vocabulary. There are two versions used to teach the Frayer model. In one model the students learn examples and non-examples, definitions, and characteristics. In the second model students also learn examples and non-examples, to this they add essential characteristics and nonessential characteristics.

Monroe, E.E., & Pendergrass, M.R. (1997). Effects of mathematical vocabulary instruction on fourth grade students. *Reading Improvement*, 34(3), 2-24.

This study compares the use of integrated graphic organizers that utilize the Frayer model and a definition only model. The results show a greater number of mathematical concepts recorded by the group using the integrated graphic organizers. The Frayer model is an effective method for teaching.

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Guess Your Food Group

Guess Your Food Group	
Guess Your Food Group	Guess Your Food Group
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Guess Your Food Group

	Grains
Vegetables	Fruits
Meat and Beans	Milk

Food Foldable Inserts

cut

HEALTHY

Non-Examples:

calories

Non-Examples:

oils

cut

Examples:

The usual foods and drinks a person or animal eats

Examples:

Parts of food that your body uses to do its work

Examples:

cut

cut

Roots, leaves, stems, flowers, or pods that are used as food

GRAINS

draw yourself doing two activities that burn calories.

FRUITS

Food made from milk, sometimes called dairy foods

Mineral Vitamins Proteins

Answer _____ nutrients

Draw four foods that have alot of oil.

MEAT AND BEANS

Food Foldable

cut

VOCABULARY

cut

Draw four foods that are in your diet.

cut

diet

cut

energy found in food

cut

Count the types of nutrients:

Carbohydrates Fat Water

cut

How many types of nutrients are there?

cut

fat found in some foods

cut

nutrients

fold

Name _____

Food Groups

Foods made from the seeds of wheat, corn, rice, or other cereal plants

cut

Examples:

cut

Part of a flowering plant that contains seeds

cut

Examples:

cut

Part of an animal that can be eaten as food or beans from a plant

fold

Non-Examples:

cut

VEGETABLES

cut

Non-Examples:

cut

MILK

cut

Non-Examples:

Food Foldable

Nutrition Song

By: Holly Fjeldsted

I don't know but I've been told
Treat your body just like gold.
Nutrients are what we need
To keep our bodies up to speed.

The food guide pyramid is the key
To stay as healthy as can be.
Grains, Fruits, Veggies, Milk and Meat
Help to make a body complete.

Exercise twenty minutes each day
Healthy your heart will ever stay.
Drinking and smoking isn't that smart
You've got to say "No!" and do your part.

Sound off!
One, Two!
A little more!
Three, Four!

Keep your body healthy forever more!

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Burning Calories

Content Standard I

Objective 1

Standard I:
Students will develop a sense of self.

Objective 1:
Describe and adopt behaviors for health and safety.

Intended Learning Outcomes:
4. Develop physical skills and personal hygiene.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

Content Connections:
Math III-2, Use Measurements

Connections

Background Information

In addition to making healthy food choices, the new food guide pyramid reminds us to be physically active every day. Students will need background knowledge regarding how to make a prediction in order to complete this activity. They should also know what a calorie is. Make sure that students understand that when we talk about burning calories we are not talking about fire, we are talking about our bodies using the calories as a form of energy.

Students will need to walk during this activity. Students with physical limitations or food allergies may need accommodations to complete this activity. The lesson requires students to walk three different distances. They will need a hallway or outside area with space to walk. The distance walked does not need to be a straight line.

Research Basis

Bell, R., (1990). Whole-Class Inquiry: Science. *Learning and Leading with Technology,* 32(8), 45-47.

This article discusses three comparable lessons: (1) a traditional textbook-based lesson; (2) an example of the same lesson taught in a computer laboratory setting using a hands-on approach; and (3) scaffolding provided to facilitate inquiry in a whole-class setting.

Jarrett, D., (1997). Inquiry Strategies for Science and Mathematics Learning: It's Just Good Teaching. Northwest Regional Education Laboratory. Retrieved November 30, 2006, from http://www.eric.ed.gov.

Inquiry-based learning satisfies the natural curiosity children possess. Students who are learning through inquiry are actively involved in the learning process. Teachers may begin to create an environment that supports inquiry by using appropriate questioning,