Food for Thought
Making the Grade through Healthful Eating

Grade 2
An Integrated Nutrition Curriculum

Developed by the North Carolina Nutrition Education and Training Program
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www.ncdhhs.gov • www.nutritionnc.com

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Welcome to *Food for Thought*, a K-5 curriculum that allows you to teach the nutrition objectives of the Healthful Living Standard Course of Study while integrating the concepts of healthy eating and physical activity into Math and English Language Arts. The matrix summarizes the objectives addressed in each lesson. The lessons flow best when presented in the order listed.

Effective nutrition education can motivate and enable students to adopt healthful dietary patterns and healthy lifestyles. *Food for Thought* will allow you to deliver effective nutrition education. There are many benefits for students who are well nourished and physically active. These include:

- Improved attendance
- Improved energy level
- Improved participation
- Improved behavior
- Improved test scores
- Improved academic success
- Reduced fatigue
- Reduced irritability
- Reduced apathy
- Reduced anxiety
- Reduced infections
- Reduced absences

Each lesson in *Food for Thought* includes the following sections:

- **Objectives**: Healthful Living, Math and English Language Arts objectives
- **Teacher Resources**: background information to help prepare the lesson is included
- **Materials Needed**: additional items have been kept to a minimum
- **Handouts**: all student handouts are included with this packet
- **Focus**: an activity designed to get students focused on the topic to be covered in the lesson
- **Teacher Input**: material to be presented by the teacher
- **Practice and Assessment**: handouts and activities to be completed by students

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<tr>
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                               | • Anatomy of MyPyramid  
                               | • MyPyramid Mini-poster  
                               | • MyPyramid for Kids     | • What do you know about the foods you eat?  
                               |                                                                                       | • Measuring MyPyramid for Kids       |
| **Breakfast Builds Brains**   | • What Foods are in the Grain Group?  
                               | • What Foods are in the Fruit Group?  
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| **Healthy Choices, Healthy Lifestyles** | • How to Take Your Pulse  
                               | • What is Physical Activity?  
                               | • MyPyramid for Kids         | • Moving More and Staying Healthy!  
                               |                                                                                       | • Healthy Lifestyles                |
| **The Very Hungry Kid**       | • Why do we eat what we do?  
                               | • Hunger Faces: How do you feel?  
                               | • MyPyramid for Kids         | • When I’m Hungry...            |
# Food for Thought

## Healthful Living/Math/English Language Arts Objectives

### Quick Reference

## Lesson Plan

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<th>English Language Arts</th>
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<td>4.01</td>
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<td>3.01, 3.02</td>
</tr>
<tr>
<td>Around the World with Food</td>
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<td>Moving over to Low-fat Milk</td>
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<tr>
<td>From Farm to Table</td>
<td>4.05</td>
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</tr>
</tbody>
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| MyPyramid | 4.01, 4.02 | 2.02 | 3.04, 4.04 |
| Whole Grains, Fruits and Vegetables and Low-fat Dairy | 4.03 | 1.03, 5.03 | 2.07, 2.08, 3.03, 3.05 |
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Teacher Resources

Grade 2

Teaching MyPyramid
Anatomy of MyPyramid
MyPyramid Mini-poster
MyPyramid for Kids
What Foods are in the Grain Group?
What Foods are in the Fruit Group?
What Foods are in the Meat Group?
What Foods are in the Milk Group?
How to Take Your Pulse
What is Physical Activity?
Teaching MyPyramid

MyPyramid is one way for people to understand how to eat healthfully. A rainbow of colored, vertical stripes represents the five food groups plus fats and oils. Here's what the colors stand for:

- orange - grains
- green - vegetables
- red - fruits
- yellow - fats and oils
- blue - milk and dairy products
- purple - meat, beans, fish, and nuts

The U.S. Department of Agriculture (USDA) changed the pyramid in spring 2005 because they wanted to do a better job of telling Americans how to be healthy. The agency later released a special version for kids. Notice the girl climbing the staircase up the side of the pyramid? That's a way of showing kids how important it is to exercise and be active every day. In other words, play a lot! The steps are also a way of saying that you can make changes little by little to be healthier – one step at a time.

The Pyramid Speaks

Let's look at some of the other messages this new symbol is trying to send:

Eat a variety of foods. A balanced diet is one that includes all the food groups. In other words, have foods from every color, every day.

Eat less of some foods and more of others. You can see that the bands for meat and protein (purple) and oils (yellow) are skinnier than the others. That's because you need less of those kinds of foods than you do of fruits, vegetables, grains and dairy foods.

You also can see the bands start out wider and get thinner as they approach the top. That's designed to show you that not all foods are created equal, even within a healthy food group like fruit. For instance, apple pie might be in that thin part of the fruit band because it has a lot of added sugar and fat. A whole apple would be down in the wide part because you can eat more of those within a healthy diet.

Make it your own. Through the USDA's MyPyramid website (www.mypyramid.gov), people can get personalized recommendations about the mix of foods they need to eat and how much they should be eating. There is a kids' version of the website (www.mypyramid.gov/kids) available too.

How Much Do I Need to Eat?

Everyone wants to know how much they should eat to stay healthy. It's a tricky question, though. It depends on your age, whether you're a girl or a boy, and how active you are. Kids who are more active burn more calories, so they need more calories. But we can give you some ideas for how much you need of each food group.

Adapted from: www.kidshealth.org and www.mypyramid.gov/kids
Grains
Bread, cereal, rice, pasta, oatmeal, pancakes and tortillas are some foods in the grain group. Foods in the grains group give our bodies and our brains energy we need to move and think. Grain servings are measured in ounce equivalents. Ounce equivalents are just another way of showing a serving size. Here are ounce equivalents for common grain foods. An ounce equivalent equals:

- 1 piece of bread
- ½ cup of cooked cereal, like oatmeal
- ½ cup of rice or pasta
- 1 cup of cold cereal

This is how many grain ounce equivalents kids need each day:

- 4- to 8-year-olds need 4-5 ounce equivalents each day
- 9- to 13-year-old girls need 5 ounce equivalents each day
- 9- to 13-year-old boys need 6 ounce equivalents each day

And one last thing about grains: try to eat a lot of whole grains, such as 100% wheat bread, brown rice and oatmeal.

Vegetables
Of course, you need your vegetables, especially those dark green and orange ones. Vegetables are all different colors and provide us with lots of vitamins, minerals and fiber. Our bodies use these vitamins, minerals and fiber to keep us healthy and give us energy. They also can help protect us from getting sick. It’s important to eat vegetables of all different colors so we can get as much of the good stuff as possible. But how much is enough? Vegetable servings are measured in cups. This is how many vegetables kids need each day:

- 4- to 8-year-olds need 1½ cups of veggies each day
- 9- to 13-year-old girls need 2 cups of veggies each day
- 9- to 13-year-old boys need 2½ cups of veggies each day

Fruits
Sweet, juicy fruit is definitely part of a healthy diet. Just like vegetables, fruits are all different colors and provide us with lots of vitamins, minerals and fiber. Our bodies use these vitamins, minerals and fiber to keep us healthy and give us energy. They also can help protect us from getting sick. It’s important to eat fruits of all different colors so we can get as much of the good stuff as possible. But how much is enough? Fruit servings are measured in cups. This is how many fruits kids need each day:

- 4- to 8-year-olds need 1-1½ cups of fruit each day
- 9- to 13-year-old girls need 1½ cups of fruit each day
- 9- to 13-year-old boys need 1½ cups of fruit each day

Milk and Other Calcium-Rich Foods
Milk, smoothies, yogurt, cheese, milkshakes, ice cream and cottage cheese are some of the foods in this group. Dairy products give us calcium and protein and help make our teeth and bones strong. Dairy products are measured in cups. This is how much dairy kids need each day:

- 4- to 8-year-olds need 1-2 cups of milk (or another calcium-rich food) each day
- 9- to 13-year-old girls need 3 cups of milk (or another calcium-rich food) each day
- 9- to 13-year-old boys need 3 cups of milk (or another calcium-rich food) each day

Adapted from: www.kidshealth.org and www.mypyramid.gov/kids
If you want something other than milk, you can substitute yogurt, cheese, or calcium-fortified orange juice - just to name a few.

**Meats, Beans, Fish, and Nuts**
These foods contain protein, iron and lots of other important nutrients. Meats like beef and pork are in this group. Fish, chicken, eggs, beans, nuts and seeds are also in this group. Dried peas and beans are included in the meat group because they are a source of protein. Like grains, these foods are measured in ounce equivalents. An ounce equivalent of this group would be:

- 1 ounce of meat, poultry, or fish
- ¼ cup cooked dry beans
- 1 egg
- 1 tablespoon of peanut butter
- a small handful of nuts or seeds

This is how many meat ounce equivalents kids need each day:

- 4- to 8-year-olds need 3-4 ounce equivalents each day
- 9- to 13-year-old girls need 5 ounce equivalents each day
- 9- to 13-year-old boys need 5 ounce equivalents each day

**Oils**
Oils are not a food group, but you need some for good health. It is best to get your oils from fish, nuts and liquid oils such as corn oil, soybean oil and canola oil.

**Find Your Balance between Food and Fun**
Move more. The person climbing the stairs reminds you to do something active every day. You can run, walk the dog, play, swim, ride your bike, dance, rollerblade or even climb the stairs. It all counts! Kids should aim for at least 60 minutes every day.

Adapted from: www.kidshealth.org and www.mypyramid.gov/kids
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.

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.

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.

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.
**Grains**
Make half your grains whole
- Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day
- 1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or ½ cup of cooked rice, cereal, or pasta

**Vegetables**
Vary your veggies
- Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens
- Eat more orange vegetables like carrots and sweetpotatoes
- Eat more dry beans and peas like pinto beans, kidney beans, and lentils

**Fruits**
Focus on fruits
- Eat a variety of fruit
- Choose fresh, frozen, canned, or dried fruit
- Go easy on fruit juices

**Milk**
Get your calcium-rich foods
- Go low-fat or fat-free when you choose milk, yogurt, and other milk products
- If you don’t or can’t consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

**Meat & Beans**
Go lean with protein
- Choose low-fat or lean meats and poultry
- Bake it, broil it, or grill it
- Vary your protein routine — choose more fish, beans, peas, nuts, and seeds

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For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

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<thead>
<tr>
<th>Food Group</th>
<th>Amount Adequate for a 2,000-Calorie Diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td>Eat 6 oz. every day</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Eat 2½ cups every day</td>
</tr>
<tr>
<td>Fruits</td>
<td>Eat 2 cups every day</td>
</tr>
<tr>
<td>Milk</td>
<td>Get 3 cups every day; for kids aged 2 to 8, it’s 2</td>
</tr>
<tr>
<td>Meat &amp; Beans</td>
<td>Eat 5½ oz. every day</td>
</tr>
</tbody>
</table>

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**Find your balance between food and physical activity**
- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

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**Know the limits on fats, sugars, and salt (sodium)**
- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.
MyPyramid
Eat Right. Exercise. Have Fun.
MyPyramid.gov

Grains
Make half your grains whole
Start smart with breakfast. Look for whole-grain cereals.
Just because bread is brown doesn’t mean it’s whole grain. Search the ingredients list to make sure the first word is “whole” like “whole wheat”.

Vegetables
Vary your veggies
Color your plate with all kinds of great-tasting veggies.
What’s green and orange and tastes good? Yum! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

Fruits
Focus on fruits
Fruits are nature’s treats – sweet and delicious. Go easy on juice and make sure it’s 100%.

Milk
Get your calcium-rich foods
Move to the milk group to get your calcium. Calcium builds strong bones.
Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.

Meat & Beans
Go lean with protein
Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.
It’s nutty. But true. Nuts, seeds, peas, and beans are all great sources of protein, too.

For an 1,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov:

- Oils
  Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun
- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

Fats and sugars – know your limits
- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.
What foods are in the grain group?

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas and grits are examples of grain products.

Grains are divided into 2 subgroups, whole grains and refined grains.

Whole grains contain the entire grain kernel -- the bran, germ, and endosperm. Examples include:

- whole-wheat flour
- bulgur (cracked wheat)
- oatmeal
- whole cornmeal
- brown rice

Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron and many B vitamins. Some examples of refined grain products are:

- white flour
- degermed cornmeal
- white bread
- white rice

Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word “enriched” is included in the grain name. Some food products are made from mixtures of whole grains and refined grains. Some commonly eaten grain products are:

### Whole grains:
- brown rice
- buckwheat
- bulgur (cracked wheat)
- oatmeal
- popcorn
- \textit{Ready-to-eat breakfast cereals:}
  - whole wheat cereal flakes
  - muesli
  - whole grain barley
  - whole grain cornmeal
  - whole rye
  - whole wheat bread
  - whole wheat crackers
  - whole wheat pasta
  - whole wheat sandwich buns and rolls
  - whole wheat tortillas
  - wild rice

### Less common whole grains:
- amaranth
- millet
- quinoa
- sorghum
- triticale

### Refined grains:
- cornbread*
- corn tortillas*
- couscous*
- crackers*
- flour tortillas*
- grits
- noodles*
- \textit{Pasta}*
  - spaghetti
  - macaroni
- \textit{Ready-to-eat breakfast cereals}
  - corn flakes
  - white bread
  - white sandwich buns and rolls
  - white rice.

*Most of these products are made from refined grains. Some are made from whole grains. Check the ingredient list for the words "whole grain" or "whole wheat" to decide if they are made from a whole grain. Some foods are made from a mixture of whole and refined grains. Some grain products contain significant amounts of bran. Bran provides fiber, which is important for health. However, products with added bran or bran alone (e.g., oat bran) are not necessarily whole grain products.

Source: www.MyPyramid.gov

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Why is it important to eat grains, especially whole grains?

Eating grains, especially whole grains, provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies.

Health benefits

- Consuming foods rich in fiber, such as whole grains, as part of a healthy diet, reduces the risk of coronary heart disease.
- Consuming foods rich in fiber, such as whole grains, as part of a healthy diet, may reduce constipation.
- Eating at least 3 ounce equivalents a day of whole grains may help with weight management.
- Eating grains fortified with folate before and during pregnancy helps prevent neural tube defects during fetal development.

Nutrients

Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).

- Dietary fiber from whole grains, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as whole grains help provide a feeling of fullness with fewer calories. Whole grains are good sources of dietary fiber; most refined (processed) grains contain little fiber.
- B vitamins (thiamin, riboflavin, niacin, and folate) play a key role in metabolism – they help the body release energy from protein, fat, and carbohydrates. B vitamins are also essential for a healthy nervous system. Many refined grains are enriched with these B vitamins.
- Folate (folic acid), another B vitamin, helps the body form red blood cells. Women of childbearing age who may become pregnant and those in the first trimester of pregnancy should consume adequate folate, including folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.
- Iron is used to carry oxygen in the blood. Many teenage girls and women in their childbearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other iron containing foods along with foods rich in vitamin C, which can improve absorption of non-heme iron. Whole and enriched refined grain products are major sources of non-heme iron in American diets.
- Whole grains are sources of magnesium and selenium. Magnesium is a mineral used in building bones and releasing energy from muscles. Selenium protects cells from oxidation. It is also important for a healthy immune system.

How many grain foods are needed daily?

The amount of grains you need to eat depends on your age, sex, and level of physical activity. Recommended daily amounts are listed in the chart. Most Americans consume enough grains, but few are whole grains. At least ½ of all the grains eaten should be whole grains.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Daily Recommendation*</th>
<th>Daily Minimum Amount of Whole Grains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 years old</td>
<td>3 ounce equivalents</td>
<td>1½ ounce equivalents</td>
</tr>
<tr>
<td>4-8 years old</td>
<td>4 - 5 ounce equivalents</td>
<td>2 – 2½ ounce equivalents</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-13 years old</td>
<td>5 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>6 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-13 years old</td>
<td>6 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>7 ounce equivalents</td>
<td>3½ ounce equivalents</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-30 years old</td>
<td>6 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>6 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
<tr>
<td>51+ years old</td>
<td>5 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-30 years old</td>
<td>8 ounce equivalents</td>
<td>4 ounce equivalents</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>7 ounce equivalents</td>
<td>3½ ounce equivalents</td>
</tr>
<tr>
<td>51+ years old</td>
<td>6 ounce equivalents</td>
<td>3 ounce equivalents</td>
</tr>
</tbody>
</table>

Source: www.MyPyramid.gov

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*These amounts are appropriate for individuals who get less than 30 minutes per day of moderate physical activity, beyond normal daily activities. Those who are more physically active may be able to consume more while staying within calorie needs.

**What counts as an ounce equivalent of grains?**

In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, cooked pasta, or cooked cereal can be considered as 1 ounce equivalent from the grains group. The chart lists specific amounts that count as 1 ounce equivalent of grains towards your daily recommended intake. In some cases the number of ounce-equivalents for common portions is also shown.

<table>
<thead>
<tr>
<th>Amount that counts as 1 ounce equivalent of grains</th>
<th>Common portions and ounce equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bagels</strong></td>
<td><em><em>WG</em>: whole wheat</em>*&lt;br&gt;*<em>RG</em>: plain, egg</td>
</tr>
<tr>
<td><strong>Biscuits</strong></td>
<td>(baking powder/buttermilk—RG*)</td>
</tr>
<tr>
<td><strong>Breads</strong></td>
<td><em><em>WG</em>: 100% Whole wheat</em>*&lt;br&gt;*<em>RG</em>: white, wheat, French, sourdough</td>
</tr>
<tr>
<td><strong>Bulgur</strong></td>
<td>cracked wheat (WG*)</td>
</tr>
<tr>
<td><strong>Cornbread</strong></td>
<td>(RG*)</td>
</tr>
<tr>
<td><strong>Crackers</strong></td>
<td><em><em>WG</em>: 100% whole wheat, rye</em>*&lt;br&gt;*<em>RG</em>: saltines, snack crackers</td>
</tr>
<tr>
<td><strong>English muffins</strong></td>
<td><em><em>WG</em>: whole wheat</em>*&lt;br&gt;*<em>RG</em>: plain, raisin</td>
</tr>
<tr>
<td><strong>Muffins</strong></td>
<td><em><em>WG</em>: whole wheat</em>*&lt;br&gt;*<em>RG</em>: bran, corn, plain</td>
</tr>
<tr>
<td><strong>Oatmeal</strong></td>
<td>(WG)</td>
</tr>
<tr>
<td><strong>Pancakes</strong></td>
<td><em><em>WG</em>: Whole wheat, buckwheat</em>*&lt;br&gt;*<em>RG</em>: buttermilk, plain</td>
</tr>
<tr>
<td><strong>Popcorn</strong></td>
<td>(WG*)</td>
</tr>
<tr>
<td><strong>Ready-to-eat breakfast cereal</strong></td>
<td><em><em>WG</em>: toasted oat, whole wheat flakes</em>*&lt;br&gt;*<em>RG</em>: corn flakes, puffed rice</td>
</tr>
<tr>
<td><strong>Rice</strong></td>
<td><em><em>WG</em>: brown, wild</em>*&lt;br&gt;*<em>RG</em>: enriched, white, polished</td>
</tr>
<tr>
<td><strong>Pasta--spaghetti, macaroni, noodles</strong></td>
<td><em><em>WG</em>: whole wheat</em>*&lt;br&gt;*<em>RG</em>: enriched, durum</td>
</tr>
<tr>
<td><strong>Tortillas</strong></td>
<td><em><em>WG</em>: whole wheat, whole grain corn</em>*&lt;br&gt;*<em>RG</em>: Flour, corn</td>
</tr>
</tbody>
</table>

*WG = whole grains, RG = refined grains. This is shown when products are available both in whole grain and refined grain forms.

Source: www.MyPyramid.gov
Page 3 of 4
Tips to help you eat whole grains

At Meals:
- To eat more whole grains, substitute a whole-grain product for a refined product – such as eating whole-wheat bread instead of white bread or brown rice instead of white rice. It’s important to substitute the whole-grain product for the refined one, rather than adding the whole-grain product.
- For a change, try brown rice or whole-wheat pasta. Try brown rice stuffing in baked green peppers or tomatoes and whole-wheat macaroni in macaroni and cheese.
- Use whole grains in mixed dishes, such as barley in vegetable soup or stews and bulgur wheat in casserole or stir-fries.
- Create a whole grain pilaf with a mixture of barley, wild rice, brown rice, broth and spices. For a special touch, stir in toasted nuts or chopped dried fruit.
- Experiment by substituting whole wheat or oat flour for up to half of the flour in pancake, waffle, muffin or other flour-based recipes. They may need a bit more leavening.
- Use whole-grain bread or cracker crumbs in meatloaf.
- Try rolled oats or a crushed, unsweetened whole grain cereal as breading for baked chicken, fish, veal cutlets, or eggplant parmesan.
- Try an unsweetened, whole grain ready-to-eat cereal as croutons in salad or in place of crackers with soup.
- Freeze leftover cooked brown rice, bulgur or barley. Heat and serve it later as a quick side dish.

As Snacks:
- Snack on ready-to-eat, whole grain cereals such as toasted oat cereal.
- Add whole-grain flour or oatmeal when making cookies or other baked treats.
- Try a whole-grain snack chip, such as baked tortilla chips.
- Popcorn, a whole grain, can be a healthy snack with little or no added salt and butter.

What to Look for on the Food Label:
- Choose foods that name one of the following whole-grain ingredients first on the label’s ingredient list:
  - “brown rice”
  - “bulgur”
  - “graham flour”
  - “oatmeal”
  - “whole-grain corn”
  - “whole oats”
  - “whole rye”
  - “whole wheat”
  - “wild rice”
- Foods labeled with the words “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not whole-grain products.
- Color is not an indication of a whole grain. Bread can be brown because of molasses or other added ingredients. Read the ingredient list to see if it is a whole grain.
- Use the Nutrition Facts label and choose products with a higher % Daily Value (%DV) for fiber – the %DV for fiber is a good clue to the amount of whole grain in the product.
- Read the food label’s ingredient list. Look for terms that indicate added sugars (sucrose, high-fructose corn syrup, honey, and molasses) and oils (partially hydrogenated vegetable oils) that add extra calories. Choose foods with fewer added sugars, fats, or oils.
- Most sodium in the food supply comes from packaged foods. Similar packaged foods can vary widely in sodium content, including breads. Use the Nutrition Facts label to choose foods with a lower % DV for sodium. Foods with less than 140 mg sodium per serving can be labeled as low sodium foods. Claims such as “low in sodium” or “very low in sodium” on the front of the food label can help you identify foods that contain less salt (or sodium).

Whole Grain Tips for Children
- Set a good example for children by eating whole grains with meals or as snacks.
- Let children select and help prepare a whole grain side dish.
- Teach older children to read the ingredient list on cereals or snack food packages and choose those with whole grains at the top of the list.

Source: www.MyPyramid.gov
### What foods are in the fruit group?

Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Some commonly eaten fruits are:

<table>
<thead>
<tr>
<th>Apples</th>
<th>Mixed fruits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apricots</td>
<td>fruit cocktail</td>
</tr>
<tr>
<td>Avocado</td>
<td></td>
</tr>
<tr>
<td>Bananas</td>
<td>Nectarines</td>
</tr>
<tr>
<td><strong>Berries:</strong></td>
<td>Oranges</td>
</tr>
<tr>
<td>strawberries</td>
<td>Peaches</td>
</tr>
<tr>
<td>blueberries</td>
<td>Pears</td>
</tr>
<tr>
<td>raspberries</td>
<td>Papaya</td>
</tr>
<tr>
<td>cherries</td>
<td>Pineapple</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>Plums</td>
</tr>
<tr>
<td>Grapes</td>
<td>Prunes</td>
</tr>
<tr>
<td>Kiwi fruit</td>
<td></td>
</tr>
<tr>
<td>Lemons</td>
<td>100% Fruit juice:</td>
</tr>
<tr>
<td>Limes</td>
<td>orange</td>
</tr>
<tr>
<td>Mangoes</td>
<td>apple</td>
</tr>
<tr>
<td><strong>Melons:</strong></td>
<td>grape</td>
</tr>
<tr>
<td>cantaloupe</td>
<td>grapefruit</td>
</tr>
<tr>
<td>honeydew</td>
<td></td>
</tr>
<tr>
<td>watermelon</td>
<td></td>
</tr>
</tbody>
</table>

### Why is it important to eat fruit?

Eating fruit provides health benefits — people who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health and maintenance of your body.

#### Health benefits

- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for stroke and perhaps other cardiovascular diseases.
- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for type 2 diabetes.
- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may protect against certain cancers, such as mouth, stomach, and colon-rectum cancer.
- Diets rich in foods containing fiber, such as fruits and vegetables, may reduce the risk of coronary heart disease.
- Eating fruits and vegetables rich in potassium as part of an overall healthy diet may reduce the risk of developing kidney stones and may help to decrease bone loss.
- Eating foods such as fruits that are low in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.

#### Nutrients

- Most fruits are naturally low in fat, sodium, and calories. None have cholesterol.
- Fruits are important sources of many nutrients, including potassium, dietary fiber, vitamin C and folate (folic acid).
- Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
- Dietary fiber from fruits, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as fruits help provide a feeling of fullness with fewer calories. Whole or cut-up fruits are sources of dietary fiber; fruit juices contain little or no fiber.

Source: www.MyPyramid.gov
Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy.

Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant and those in the first trimester of pregnancy should consume adequate folate, including folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

How much fruit is needed daily?

The amount of fruit you need to eat depends on age, sex, and level of physical activity. Recommended daily amounts are shown in the chart. Recommended amounts are shown in the table below.

<table>
<thead>
<tr>
<th>Age</th>
<th>Amount of Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 years old</td>
<td>1 cup</td>
</tr>
<tr>
<td>4-8 years old</td>
<td>1 to 1½ cups</td>
</tr>
<tr>
<td>9-13 years old</td>
<td>1 ½ cups</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>1½ cups</td>
</tr>
<tr>
<td>19-30 years old</td>
<td>2 cups</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>1½ cups</td>
</tr>
<tr>
<td>51+ years old</td>
<td>1½ cups</td>
</tr>
</tbody>
</table>

What counts as a cup of fruit?

In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit can be considered as 1 cup from the fruit group.

Tips to help you eat fruits

In general:

- Keep a bowl of whole fruit on the table, counter or in the refrigerator.
- Refrigerate cut-up fruit to store for later.
- Buy fresh fruits in season when they may be less expensive and at their peak flavor.
- Buy fruits that are dried, frozen, and canned (in water or juice) as well as fresh, so that you always have a supply on hand.
- Consider convenience when shopping. Buy pre-cut packages of fruit (such as melon or pineapple chunks) for a healthy snack in seconds. Choose packaged fruits that do not have added sugars.

For the best nutritional value:

- Make most of your choices whole or cut-up fruit rather than juice, for the benefits dietary fiber provides.
- Select fruits with more potassium often, such as bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
- When choosing canned fruits, select fruit canned in 100% fruit juice or water rather than syrup.
- Vary your fruit choices. Fruits differ in nutrient content.

At meals:

- At breakfast, top your cereal with bananas or peaches; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with low-fat or fat-free yogurt.
- At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.
- At dinner, add crushed pineapple to coleslaw, or include mandarin oranges or grapes in a tossed salad.

Source: www.MyPyramid.gov
• Make a Waldorf salad, with apples, celery, walnuts, and dressing.
• Try meat dishes that incorporate fruit, such as chicken with apricots or mango chutney.
• Add fruit like pineapple or peaches to kabobs as part of a barbecue meal.
• For dessert, have baked apples, pears, or a fruit salad.

As snacks:
• Cut-up fruit makes a great snack. Either cut them yourself, or buy pre-cut packages of fruit pieces like pineapples or melons. Or, try whole fresh berries or grapes.
• Dried fruits also make a great snack. They are easy to carry and store well. Because they are dried, ¼ cup is equivalent to ½ cup of other fruits.
• Keep a package of dried fruit in your desk or bag. Some fruits that are available dried include apricots, apples, pineapple, bananas, cherries, figs, dates, cranberries, blueberries, prunes (dried plums), and raisins (dried grapes).
• As a snack, spread peanut butter on apple slices or top frozen yogurt with berries or slices of kiwi fruit.
• Frozen juice bars (100% juice) make healthy alternatives to high-fat snacks.

Make fruit more appealing:
• Many fruits taste great with a dip or dressing. Try low-fat yogurt or pudding as a dip for fruits like strawberries or melons.
• Make a fruit smoothie by blending fat-free or low-fat milk or yogurt with fresh or frozen fruit. Try bananas, peaches, strawberries, or other berries.
• Try applesauce as a fat-free substitute for some of the oil when baking cakes.
• Try different textures of fruits. For example, apples are crunchy, bananas are smooth and creamy, and oranges are juicy.
• For fresh fruit salads, mix apples, bananas, or pears with acidic fruits like oranges, pineapple, or lemon juice to keep them from turning brown.

Fruit tips for children:
• Set a good example for children by eating fruit everyday with meals or as snacks.
• Offer children a choice of fruits for lunch.
• Depending on their age, children can help shop for, clean, peel, or cut up fruits.
• While shopping, allow children to pick out a new fruit to try later at home.
• Decorate plates or serving dishes with fruit slices.
• Top off a bowl of cereal with some berries. Or, make a smiley face with sliced bananas for eyes, raisins for a nose, and an orange slice for a mouth.
• Offer raisins or other dried fruits instead of candy.
• Make fruit kabobs using pineapple chunks, bananas, grapes, and berries.
• Pack a juice box (100% juice) in children’s lunches versus soda or other sugar-sweetened beverages.
• Choose fruit options, such as sliced apples, mixed fruit cup, or 100% fruit juice that are available in some fast food restaurants.
• Offer fruit pieces and 100% fruit juice to children. There is often little fruit in “fruit-flavored” beverages or chewy fruit snacks.

Keep it safe:
• Wash fruits before preparing or eating them. Under clean, running water, rub fruits briskly with your hands to remove dirt and surface microorganisms. Dry after washing.
• Keep fruits separate from raw meat, poultry and seafood while shopping, preparing, or storing.

Source: www.MyPyramid.gov
### What foods are in the meat, poultry, fish, dry beans, eggs, and nuts (meat & beans) group?

All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group. Dry beans and peas are part of this group as well as the vegetable group. Most meat and poultry choices should be lean or low-fat. Fish, nuts, and seeds contain healthy oils, so choose these foods frequently instead of meat or poultry. Some commonly eaten choices in the Meat and Beans group, with selection tips, are:

#### Meats*

- **Lean cuts of:**
  - beef
  - ham
  - lamb
  - pork
  - veal
- **Game meats:**
  - bison
  - rabbit
  - venison
- **Lean ground meats:**
  - beef
  - pork
  - lamb
- **Lean luncheon meats**
- **Organ meats:**
  - liver
  - giblets

#### Dry beans and peas:

- black beans
- black-eyed peas
- chickpeas (garbanzo beans)
- falafel
- kidney beans
- lentils
- lima beans (mature)
- navy beans
- pinto beans
- soy beans
- split peas
- tofu (bean curd made from soy beans)
- white beans

#### Fish*

- Finfish such as:
  - catfish
  - cod
  - flounder
  - haddock
  - halibut
  - herring
  - mackerel
  - pollock
  - porgy
  - salmon
  - sea bass
  - snapper
  - swordfish
  - trout
  - tuna

#### Poultry*

- chicken
- duck
- goose
- turkey
- ground chicken and turkey

#### Eggs*

- chicken eggs
- duck eggs

#### Nuts & seeds*

- almonds
- cashews
- hazelnuts (filberts)
- mixed nuts
- peanuts
- peanut butter
- pecans
- pistachios
- pumpkin seeds
- sesame seeds
- sunflower seeds
- walnuts

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- chickpeas (garbanzo beans)
- falafel
- kidney beans
- lentils
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- navy beans
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  - porgy
  - salmon
  - sea bass
  - snapper
  - swordfish
  - trout
  - tuna

#### Selection Tips

Choose lean or low-fat meat and poultry. If higher fat choices are made, such as regular ground beef (75 to 80% lean) or chicken with skin, the fat in the product counts as part of the discretionary calorie allowance.

If solid fat is added in cooking, such as frying chicken in shortening or frying eggs in butter or stick margarine, this also counts as part of the discretionary calorie allowance.

Select fish rich in omega-3 fatty acids, such as salmon, trout, and herring, more often.

Liver and other organ meats are high in cholesterol. Egg yolks are also high in cholesterol, but egg whites are cholesterol-free.

Processed meats such as ham, sausage, frankfurters, and luncheon or deli meats have added sodium. Check the ingredient and Nutrition Facts label to help limit sodium intake. Fresh chicken, turkey,
and pork that have been enhanced with a salt-containing solution also have added sodium. Check the product label for statements such as "self-basting" or "contains up to ___% of __", which mean that a sodium-containing solution has been added to the product.

Sunflower seeds, almonds, and hazelnuts (filberts) are the richest sources of vitamin E in this food group. To help meet vitamin E recommendations, make these your nut and seed choices more often.

### How much food from the meat & beans group is needed daily?

The amount of food from the Meat and Beans Group you need to eat depends on age, sex and level of physical activity. Most Americans eat enough food from this group, but need to make leaner and more varied selections of these foods. Recommended daily amounts are shown in the chart.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Amount Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 years old</td>
<td>2 ounce equivalents*</td>
</tr>
<tr>
<td>4-8 years old</td>
<td>3 – 4 ounce equivalents*</td>
</tr>
<tr>
<td>9-13 years old</td>
<td>5 ounce equivalents**</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>5 ounce equivalents**</td>
</tr>
<tr>
<td>9-13 years old</td>
<td>5 ounce equivalents**</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>6 ounce equivalents**</td>
</tr>
<tr>
<td>19-30 years old</td>
<td>5½ ounce equivalents**</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>5 ounce equivalents**</td>
</tr>
<tr>
<td>51+ years old</td>
<td>5 ounce equivalents**</td>
</tr>
<tr>
<td>19-30 years old</td>
<td>6½ ounce equivalents**</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>6 ounce equivalents**</td>
</tr>
<tr>
<td>51+ years old</td>
<td>5½ ounce equivalents**</td>
</tr>
</tbody>
</table>

*These amounts are appropriate for individuals who get less than 30 minutes per day of moderate physical activity, beyond normal daily activities. Those who are more physically active may be able to consume more while staying within calorie needs.

### What counts as an ounce equivalent in the meat & beans group?

In general, 1 ounce of meat, poultry or fish, ¼ cup cooked dry beans, 1 egg, 1 tablespoon of peanut butter, or ½ ounce of nuts or seeds can be considered as 1 ounce equivalent from the meat and beans group. The chart lists specific amounts that count as 1 ounce equivalent in the Meat and Beans group towards your daily recommended intake:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount That Counts as 1 Ounce Equivalent</th>
<th>Common Portions and Ounce Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meats</td>
<td>1 ounce cooked lean beef</td>
<td>1 small steak (eye of round, filet) = 3½ to 4 ounce equivalents</td>
</tr>
<tr>
<td></td>
<td>1 ounce cooked lean pork or ham</td>
<td>1 small lean hamburger = 2 to 3 ounce equivalents</td>
</tr>
<tr>
<td>Poultry</td>
<td>1 ounce cooked chicken or turkey, without skin</td>
<td>1 small chicken breast half = 3 ounce equivalents</td>
</tr>
<tr>
<td></td>
<td>1 sandwich slice of turkey (4½ x 2½ x ⅛&quot;)</td>
<td>½ Cornish game hen = 4 ounce equivalents</td>
</tr>
<tr>
<td>Fish</td>
<td>1 ounce cooked fish or shell fish</td>
<td>1 can of tuna, drained = 3 to 4 ounce equivalents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 salmon steak = 4 to 6 ounce equivalents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 small trout = 3 ounce equivalents</td>
</tr>
<tr>
<td>Eggs</td>
<td>1 egg</td>
<td></td>
</tr>
</tbody>
</table>
Nuts and seeds

½ ounce of nuts (12 almonds, 24 pistachios, 7 walnut halves)
½ ounce of seeds (pumpkin, sunflower or squash seeds, hulled, roasted)
1 Tablespoon of peanut butter or almond butter

1 ounce of nuts or seeds = 2 oz eq

Dry beans and peas

¼ cup of cooked dry beans (such as black, kidney, pinto, or white beans)
¼ cup of cooked dry peas (such as chickpeas, cowpeas, lentils, or split peas)
¼ cup of baked beans, refried beans

¼ cup (about 2 ounces) of tofu
1 oz. tempeh, cooked
½ cup roasted soybeans
1 falafel patty (2 ⅛”, 4 oz)
2 Tbsp. hummus

1 cup split pea soup = 2 oz eq
1 cup lentil soup = 2 oz eq
1 cup bean soup = 2 oz eq
1 soy or bean burger patty = 2 oz eq

Tips to help you make wise choices from the meat & beans group

Go lean with protein:
- Start with a lean choice:
  - The leanest beef cuts include round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts.
  - The leanest pork choices include pork loin, tenderloin, center loin, and ham.
  - Choose extra lean ground beef. The label should say at least “90% lean”. You may be able to find ground beef that is 93% or 95% lean.
  - Buy skinless chicken parts, or take off the skin before cooking.
  - Boneless skinless chicken breasts and turkey cutlets are the leanest poultry choices.
  - Choose lean turkey, roast beef, ham, or low-fat luncheon meats for sandwiches instead of luncheon meats with more fat, such as regular bologna or salami.

- Keep it lean:
  - Trim away all of the visible fat from meats and poultry before cooking.
  - Broil, grill, roast, poach, or boil meat, poultry, or fish instead of frying.
  - Drain off any fat that appears during cooking.
  - Skip or limit the breading on meat, poultry, or fish. Breading adds fat and calories. It will also cause the food to soak up more fat during frying.
  - Prepare dry beans and peas without added fats.
  - Choose and prepare foods without high fat sauces or gravies.

Vary your protein choices:
- Choose fish more often for lunch or dinner. Look for fish rich in omega-3 fatty acids, such as salmon, trout, and herring.
  - Some ideas are:
    - Salmon steak or filet
    - Salmon loaf
    - Grilled or baked trout
  - Choose dry beans or peas as a main dish or part of a meal often. Some choices are:
    - Chili with kidney or pinto beans
    - Stir-fried tofu
    - Split pea, lentil, minestrone, or white bean soups
    - Baked beans
    - Black bean enchiladas
    - Garbanzo or kidney beans on a chef’s salad
    - Rice and beans

Source: www.MyPyramid.gov
• Veggie burgers or garden burgers
• Hummus (chickpeas) spread on pita bread
• Choose nuts as a snack, on salads, or in main dishes. Use nuts to replace meat or poultry, not in addition to these items:
  • Use pine nuts in pesto sauce for pasta.
  • Add slivered almonds to steamed vegetables.
  • Add toasted peanuts or cashews to a vegetable stir fry instead of meat.
  • Sprinkle a few nuts on top of low-fat ice cream or frozen yogurt.
  • Add walnuts or pecans to a green salad instead of cheese or meat.

What to look for on the Food Label:
• Check the Nutrition Facts label for the saturated fat, trans fat, cholesterol, and sodium content of packaged foods.
  • Processed meats such as hams, sausages, frankfurters, and luncheon or deli meats have added sodium. Check the ingredient and Nutrition Facts label to help limit sodium intake.
  • Fresh chicken, turkey, and pork that have been enhanced with a salt-containing solution also have added sodium. Check the product label for statements such as “self-basting” or “contains up to __% of __.”
  • Lower fat versions of many processed meats are available. Look on the Nutrition Facts label to choose products with less fat and saturated fat.

Keep it safe to eat:
• Separate raw, cooked and ready-to-eat foods.
• Do not wash or rinse meat or poultry.
• Wash cutting boards, knives, utensils and counter tops in hot soapy water after preparing each food item and before going on to the next one.
• Store raw meat, poultry and seafood on the bottom shelf of the refrigerator so juices don’t drip onto other foods.
• Cook foods to a safe temperature to kill microorganisms. Use a meat thermometer, which measures the internal temperature of cooked meat and poultry, to make sure that the meat is cooked all the way through.
• Chill (refrigerate) perishable food promptly and defrost foods properly. Refrigerate or freeze perishables, prepared food and leftovers within two hours.
• Plan ahead to defrost foods. Never defrost food on the kitchen counter at room temperature. Thaw food by placing it in the refrigerator, submerging air-tight packaged food in cold tap water, or defrosting on a plate in the microwave.
• Avoid raw or partially cooked eggs or foods containing raw eggs and raw or undercooked meat and poultry.
• Women who may become pregnant, pregnant women, nursing mothers, and young children should avoid some types of fish and eat types lower in mercury. See www.cfsan.fda.gov/~dms/admehg3.html or call 1-888-SAFEFOOD for more information.

Source: www.MyPyramid.gov
What foods are in the milk, yogurt and cheese (milk) group?

All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream and butter, are not.

Most milk group choices should be fat-free or low-fat. Some commonly eaten choices in the milk, yogurt and cheese group are:

**Milk***
All fluid milk:
- fat-free (skim)
- low fat (1%)
- reduced fat (2%)
- whole milk

flavored milks:
- chocolate
- strawberry

lactose reduced milks
lactose free milks

**Milk-based desserts***
Puddings made with milk
ice milk
frozen yogurt
ice cream

**Cheese***
Hard natural cheeses:
- cheddar
- mozzarella
- Swiss
- parmesan

soft cheeses
ricotta
cottage cheese

processed cheeses
American

**Yogurt***
All yogurt
Fat-free
low fat
reduced fat
whole milk yogurt

*Selection Tips*
Choose fat-free or low-fat milk, yogurt, and cheese. If you choose milk or yogurt that is not fat-free, or cheese that is not low-fat, the fat in the product counts as part of the discretionary calorie allowance.

If sweetened milk products are chosen (flavored milk, yogurt, drinkable yogurt, desserts), the added sugars also count as part of the discretionary calorie allowance.

For those who are lactose intolerant, lactose-free and lower-lactose products are available. These include hard cheeses and yogurt. Also, enzyme preparations can be added to milk to lower the lactose content. Calcium-fortified foods and beverages such as soy beverages or orange juice may provide calcium, but may not provide the other nutrients found in milk and milk products.

Health benefits and nutrients

Consuming milk and milk products provides health benefits—people who have a diet rich in milk and milk products can reduce the risk of low bone mass throughout the life cycle. Foods in the milk group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D and protein.

**Health benefits**
- Diets rich in milk and milk products help build and maintain bone mass throughout the lifecycle. This may reduce the risk of osteoporosis.
- The intake of milk products is especially important to bone health during childhood and adolescence, when bone mass is being built.
- Diets that include milk products tend to have a higher overall nutritional quality.

**Nutrients**
- Calcium is used for building bones and teeth and in maintaining bone mass. Milk products are the primary source of calcium in American diets. Diets that provide 3 cups or the equivalent of milk products per day can improve bone mass.
• Diets rich in potassium may help to maintain healthy blood pressure. Milk products, especially yogurt and fluid milk, provide potassium.
• Vitamin D functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones. Milk that is fortified with vitamin D is a good source of this nutrient. Other sources include vitamin D-fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.
• Milk products that are consumed in their low-fat or fat-free forms provide little or no solid fat.

Why is it important to make fat-free or low-fat choices from the milk group? Choosing foods from the milk group that are high in saturated fats and cholesterol can have health implications. Diets high in saturated fats raise “bad” cholesterol levels in the blood. The “bad” cholesterol is called LDL (low-density lipoprotein) cholesterol. High LDL cholesterol, in turn, increases the risk for coronary heart disease. Many cheeses, whole milk, and products made from them are high in saturated fat. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat. In addition, a high intake of fats makes it difficult to avoid consuming more calories than are needed.

How much food from the milk group is needed daily?
The amount of food from the Milk Group you need to eat depends on age. Recommended daily amounts are shown in the chart.

<table>
<thead>
<tr>
<th>Age</th>
<th>Cups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 years old</td>
<td>2 cups*</td>
</tr>
<tr>
<td>4-8 years old</td>
<td>2 cups*</td>
</tr>
<tr>
<td>9-13 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>9-13 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>14-18 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>19-30 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>51+ years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>19-30 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>31-50 years old</td>
<td>3 cups*</td>
</tr>
<tr>
<td>51+ years old</td>
<td>3 cups*</td>
</tr>
</tbody>
</table>

What counts as 1 cup in the milk group?
In general, 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese can be considered as 1 cup from the milk group. The chart lists specific amounts that count as 1 cup in the milk group towards your daily recommended intake:

<table>
<thead>
<tr>
<th>Amount that counts as 1 cup in the milk group</th>
<th>Common portions and cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk [choose fat-free or low-fat milk most often]</td>
<td>1 cup, 1 half-pint container, ½ cup evaporated milk</td>
</tr>
<tr>
<td>Yogurt [choose fat-free or low-fat yogurt most often]</td>
<td>1 regular container (8 fluid ounces), 1 small container (6 ounces) = ⅜ cup</td>
</tr>
<tr>
<td>Cheese [choose low-fat cheeses most often]</td>
<td>1½ ounces hard cheese (cheddar, mozzarella, Swiss, parmesan), ½ cup shredded cheese, 1 slice of hard cheese is equivalent to ½ cup milk</td>
</tr>
<tr>
<td></td>
<td>2 ounces processed cheese (American), ½ cup ricotta cheese, 1 slice of processed cheese is equivalent to ½ cup milk</td>
</tr>
</tbody>
</table>

Source: www.MyPyramid.gov
2 cups cottage cheese  
½ cup cottage cheese is equivalent to ¼ cup milk

<table>
<thead>
<tr>
<th>Milk-based desserts</th>
<th>1 cup pudding made with milk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 cup frozen yogurt</td>
</tr>
<tr>
<td></td>
<td>1½ cups ice cream</td>
</tr>
</tbody>
</table>

1 scoop ice cream is equivalent to 1/3 cup milk

**Tips for making wise choices**

- Include milk as a beverage at meals. Choose fat-free or low-fat milk.
- If you usually drink whole milk, switch gradually to fat-free milk, to lower saturated fat and calories. Try reduced fat (2%), then low-fat (1%), and finally fat-free (skim).
- If you drink cappuccinos or lattes—ask for them with fat-free (skim) milk.
- Add fat-free or low-fat milk instead of water to oatmeal and hot cereals.
- Use fat-free or low-fat milk when making condensed cream soups (such as cream of tomato).
- Have fat-free or low-fat yogurt as a snack.
- Make a dip for fruits or vegetables from yogurt.
- Make fruit-yogurt smoothies in the blender.
- For dessert, make chocolate or butterscotch pudding with fat-free or low-fat milk.
- Top cut-up fruit with flavored yogurt for a quick dessert.
- Top casseroles, soups, stews, or vegetables with shredded low-fat cheese.
- Top a baked potato with fat-free or low-fat yogurt.

**Keep it safe to eat**

- Avoid raw (unpasteurized) milk or any products made from unpasteurized milk.
- Chill (refrigerate) perishable food promptly and defrost foods properly. Refrigerate or freeze perishables, prepared food and leftovers as soon as possible. If food has been left at temperatures between 40° and 140° F for more than two hours, discard it, even though it may look and smell good.
- Separate raw, cooked and ready-to-eat foods.

**For those who choose not to consume milk products**

- If you avoid milk because of lactose intolerance, the most reliable way to get the health benefits of milk is to choose lactose-reduced or low-lactose alternatives within the milk group, such as cheese, yogurt, or lactase-treated milk, or to consume the enzyme lactase before consuming milk products.
- Calcium choices for those who do not consume milk products include
  - Calcium fortified juices, cereals, breads, soy beverages, or rice beverages
  - Canned fish (sardines, salmon with bones) soybeans and other soy products (soy-based beverages, soy yogurt, tempeh), some other dried beans, and some leafy greens (collard and turnip greens, kale, bok choy). The amount of calcium that can be absorbed from these foods varies. Click here for more information about non-dairy calcium sources.

Source: www.MyPyramid.gov
How to take Your Pulse

- Place your first and second fingers on the inside of your wrist and press gently.
- Count the number of beats in 15 seconds.
- Multiply that number by 4.
- This is your heart rate in beats per minute.
What is physical activity?

Physical activity simply means movement of the body that uses energy. Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer or dancing the night away are all good examples of being active. For health benefits, physical activity should be moderate or vigorous and add up to at least 30 minutes a day for adults and 60 minutes for kids.

Moderate physical activities include:
• Walking briskly (about 3½ miles per hour)
• Hiking
• Gardening/yard work
• Dancing
• Golf (walking and carrying clubs)
• Bicycling (less than 10 miles per hour)
• Weight training (general light workout)

Vigorous physical activities include:
• Running/jogging (5 miles per hour)
• Bicycling (more than 10 miles per hour)
• Swimming (freestyle laps)
• Aerobics
• Walking very fast (4½ miles per hour)
• Heavy yard work, such as chopping wood
• Weight lifting (vigorous effort)
• Basketball (competitive)

Some physical activities are not intense enough to help you meet the recommendations. Although you are moving, these activities do not increase your heart rate, so you should not count these towards the 30 or more minutes a day that you should strive for. These include walking at a casual pace, such as while grocery shopping and doing light household chores.

Why is physical activity important?

Being physically active is a key element in living a longer, healthier, happier life. It can help relieve stress and can provide an overall feeling of well-being. Physical activity can also help you achieve and maintain a healthy weight and lower risk for chronic disease. The benefits of physical activity may include:
• Improves self-esteem and feelings of well-being
• Increases fitness level
• Helps build and maintain bones, muscles, and joints
• Builds endurance and muscle strength
• Enhances flexibility and posture
• Helps manage weight
• Lowers risk of heart disease, colon cancer, and type 2 diabetes
• Helps control blood pressure
• Reduces feelings of depression and anxiety

Physical activity and nutrition work together for better health. Being active increases the amount of calories burned. As people age their metabolism slows, so maintaining energy balance requires moving more and eating less.

Some types of physical activity are especially beneficial:
• Aerobic activities – speeds heart rate and breathing and improves heart and lung fitness. Examples are brisk walking, jogging, and swimming.
• **Resistance, strength building, and weight-bearing activities** – helps build and maintain bones and muscles by working them against gravity. Examples are carrying a child, lifting weights, and walking. They help to build and maintain muscles and bones.

• **Balance and stretching activities** – enhances physical stability and flexibility, which reduces risk of injuries. Examples are gentle stretching, dancing, yoga, martial arts, and t’ai chi.

**How much physical activity is needed?**

At a minimum, do moderate intensity activity for 30 minutes most days, or preferably every day. This is in addition to your usual daily activities. Increasing the intensity or the amount of time of activity can have additional health benefits and may be needed to control body weight.

About 60 minutes a day of moderate physical activity may be needed to prevent weight gain. For those who have lost weight, at least 60 to 90 minutes a day may be needed to maintain the weight loss. At the same time, calorie needs should not be exceeded. Children and teenagers should be physically active for at least 60 minutes every day, or most days.

While 30 minutes a day of moderate intensity physical activities provide health benefits, being active for longer or doing more vigorous activities can provide even greater health benefits. They also use up more calories per hour. No matter what activity you choose, it can be done all at once, or divided into two or three parts during the day. Even 10-minutes bouts of activity count toward your total.

Most adults do not need to see their health care provider before starting to exercise at a moderate level. However, men over the age of 40 and women over the age of 50 planning to start vigorous physical activity should consult a health care provider. Individuals with one of the conditions below should also consult a health care provider for help in designing a safe program of physical activity.

- A chronic health problem such as heart disease, high blood pressure, diabetes, osteoporosis, asthma, or obesity.
- High risk for heart disease, such as a family history of heart disease or stroke, eating a diet high in saturated fat, trans fat and cholesterol, smoking, or having a sedentary lifestyle.

**How many calories does physical activity use?**

A 154-pound man (5’10”) will use up about the number of calories listed doing each activity below. Those who weigh more will use more calories, and those who weigh less will use fewer. The calorie values listed include both calories used by the activity and the calories used for normal body functioning.

<table>
<thead>
<tr>
<th>Moderate physical activities:</th>
<th>In 1 hour</th>
<th>In 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiking</td>
<td>370</td>
<td>185</td>
</tr>
<tr>
<td>Light gardening/yard work</td>
<td>330</td>
<td>165</td>
</tr>
<tr>
<td>Dancing</td>
<td>330</td>
<td>165</td>
</tr>
<tr>
<td>Golf (walking and carrying clubs)</td>
<td>330</td>
<td>165</td>
</tr>
<tr>
<td>Bicycling (less than 10 miles per hour)</td>
<td>290</td>
<td>145</td>
</tr>
<tr>
<td>Walking (3½ miles per hour)</td>
<td>280</td>
<td>140</td>
</tr>
<tr>
<td>Weight training (general light workout)</td>
<td>220</td>
<td>110</td>
</tr>
<tr>
<td>Stretching</td>
<td>180</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vigorous physical activities:</th>
<th>In 1 hour</th>
<th>In 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running/jogging (5 miles per hour)</td>
<td>590</td>
<td>295</td>
</tr>
<tr>
<td>Bicycling (more than 10 miles per hour)</td>
<td>590</td>
<td>295</td>
</tr>
<tr>
<td>Swimming (slow freestyle laps)</td>
<td>510</td>
<td>255</td>
</tr>
<tr>
<td>Aerobics</td>
<td>480</td>
<td>240</td>
</tr>
<tr>
<td>Walking (4½ miles per hour)</td>
<td>460</td>
<td>230</td>
</tr>
<tr>
<td>Heavy yard work (chopping wood)</td>
<td>440</td>
<td>220</td>
</tr>
<tr>
<td>Weight lifting (vigorous effort)</td>
<td>440</td>
<td>220</td>
</tr>
<tr>
<td>Basketball (vigorous)</td>
<td>440</td>
<td>220</td>
</tr>
</tbody>
</table>

Source: www.MyPyramid.gov
Tips for increasing physical activity

Make physical activity a regular part of the day
Choose activities that you enjoy and can do regularly. Fitting activity into a daily routine can be easy—such as taking a brisk 10 minute walk to and from the parking lot, bus stop, or subway station. Or, join an exercise class. Keep it interesting by trying something different on alternate days. What’s important is to be active most days of the week and make it part of daily routine. For example, to reach a 30-minute goal for the day, walk the dog for 10 minutes before and after work, and add a 10 minute walk at lunchtime. Or, swim 3 times a week and take a yoga class on the other days. Make sure to do at least 10 minutes of the activity at a time, shorter bursts of activity will not have the same health benefits. To be ready anytime, keep some comfortable clothes and a pair of walking or running shoes in the car and at the office.

More ways to increase physical activity

At home:
- Join a walking group in the neighborhood or at the local shopping mall. Recruit a partner for support and encouragement.
- Push the baby in a stroller.
- Get the whole family involved—enjoy an afternoon bike ride with your kids.
- Walk up and down the soccer or softball field sidelines while watching the kids play.
- Walk the dog—don’t just watch the dog walk.
- Clean the house or wash the car.
- Walk, skate, or cycle more, and drive less.
- Do stretches, exercises, or pedal a stationary bike while watching television.
- Mow the lawn with a push mower.
- Plant and care for a vegetable or flower garden
- Play with the kids—tumble in the leaves, build a snowman, splash in a puddle, or dance to favorite music.

At work:
- Get off the bus or subway one stop early and walk or skate the rest of the way.
- Replace a coffee break with a brisk 10-minute walk. Ask a friend to go with you.
- Take part in an exercise program at work or a nearby gym.
- Join the office softball or bowling team.

At play:
- Walk, jog, skate, or cycle.
- Swim or do water aerobics.
- Take a class in martial arts, dance, or yoga.
- Golf (pull cart or carry clubs).
- Canoe, row, or kayak.
- Play racket ball, tennis, or squash.
- Ski cross-country or downhill.
- Play basketball, softball, or soccer.
- Hand cycle or play wheelchair sports.
- Take a nature walk.
- Most important – have fun while being active!

Source: www.MyPyramid.gov
Lesson Plans

Grade 2

MyPyramid for Kids
Breakfast Builds Brains
Healthy Choices, Healthy Lifestyles
The Very Hungry Kid
Grade 2

MyPyramid for Kids

Healthful Living Objectives
4.01 Identify the amount of food from each food group of MyPyramid needed each day to achieve and maintain good health.
4.02 Summarize the benefits of healthy eating.

Math Objective
Goal 2 The learner will recognize and use standard units of metric and customary measurement.

English Language Arts Objective
Goal 4 The learner will apply strategies and skills to create oral, written and visual text.

Teacher Resources
• Teaching MyPyramid
• Anatomy of MyPyramid
• MyPyramid Mini-poster
• MyPyramid for Kids

Materials Needed
• Rulers
• Scissors
• Paste or glue

Handouts
• What do you know about the foods you eat?
• Measuring MyPyramid for Kids
• What I Eat and Do from MyPyramid for Kids
• Food and Activity Pictures
• Vowels I Eat

Focus
Distribute and direct students to complete the What do you know about the foods you eat? handout. Review the answers with students.

Teacher Input
Using the Teaching MyPyramid, Anatomy of MyPyramid, MyPyramid Mini-poster and MyPyramid for Kids teacher resources, cover the following:

• Foods in MyPyramid are arranged in groups. Help students use the key to learn which color represents which food group. Tell them we need to eat foods from all the colors each day. Emphasize the foods that people should choose more often and those they should choose less often. We should eat more of the foods in the wider part of the color bands and less of the foods in the thinner part of the bands. Provide examples of healthy choices that we should eat more of every day.
• Everyone needs food to live and grow. But if people eat too much of some foods high in sugar and fat, they don't have enough room to eat other foods that are good for them. Ask students to name healthy choices from each of the food groups.
• **Discuss each food group and the amount of food needed from each food group.** Ask students to identify the foods they know that are shown on the poster. Ask about other foods from each group that they like or know about.

• **Physical activity is important for good health.** Children need to eat enough food to support growth and should be physically active at least 60 minutes every day, or most days.

**Practice and Assessment**
Distribute the *Measuring MyPyramid for Kids* handout and rulers. Direct the students to measure the sides of MyPyramid and write in the answers.

Distribute the *What I Eat and Do from MyPyramid for Kids* and *Food and Activity Pictures* handouts. Direct the students to cut out and paste or glue the foods and activities in the middle column to match with the correct section of MyPyramid. After students have completed the first step, instruct them to complete the information in the third column and to answer the question at the bottom of the handout.

Distribute the *Vowels I Eat* handout. Instruct students to complete it in class or as a homework assignment.
What do you know about the foods you eat?

Circle the best answer for each item

1. Which food is from the Grain Group?
   - Ham
   - Chocolate Pudding
   - Cereal

2. Which food is from the Meat Group?
   - Bananas
   - Peanuts
   - Milk

3. Which food is from the Milk Group?
   - Yogurt
   - Pineapple
   - Melon

4. Which food is from the Fruit Group?
   - Cheese
   - Kiwi
   - Kidney Beans
Measuring MyPyramid for Kids

How many inches are the lines on each side of the triangle?

How many inches is the line at the bottom of the triangle?

What is the length of the longest step at the bottom?

How long is the bottom of the smaller triangle?

How long is the longest side of the smaller triangle?

What group is the orange triangle in MyPyramid?
Measuring MyPyramid for Kids

How many inches are the lines on each side of the triangle?
   3½ inches

How many inches is the line at the bottom of the triangle?
   4 inches

What is the length of the longest step at the bottom?
   1½ inches

How long is the bottom of the smaller triangle?
   1 inch

How long is the longest side of the smaller triangle?
   3¾ inches

What group is the orange triangle in MyPyramid?
   Grain
<table>
<thead>
<tr>
<th>Food and Activity</th>
<th>How much do I need every day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Grains</td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
</tr>
<tr>
<td>Food and Activity</td>
<td>How much do I need every day?</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><img src="image" alt="Fruits" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Milk" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Meat &amp; Beans" /></td>
<td></td>
</tr>
</tbody>
</table>

Why is it important to eat foods from all of the food groups every day?
Food and Activity Pictures

- Mushroom
- Watermelon
- Glass of water
- Black beans
- Kiwi
- Girl doing karate
- Banana
- Yogurt
- Hamburger
- Cereal box
- Tennis racket
- Muffin
- Girl playing volleyball
- Cherry
- Corn
- Boy skateboarding
- Cheese
- Bread
- Tomato
- Fish
See how many healthy foods you can find below by filling in the missing vowel. Use the pictures to help you find the vowels. Write the food group that each food belongs to in the space beside the food list.

<table>
<thead>
<tr>
<th>No.</th>
<th>Food</th>
<th>Food Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>H__ MB__ RG__ R</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>B__ N__ N__</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>M__ LK</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>P__ N__ PPL__</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>CH__ S__</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>BR__ D</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>F__ SH</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>K__ W__</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>H__ M</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>T__ M__ T__</td>
<td></td>
</tr>
</tbody>
</table>
Vowels I Eat

See how many healthy foods you can find below by filling in the missing vowel. Use the pictures to help you find the vowels. Write the food group that each food belongs in the space beside the food list.

<table>
<thead>
<tr>
<th>Food</th>
<th>Food Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAMBURGER</td>
<td>Meat &amp; Beans</td>
</tr>
<tr>
<td>BANANA</td>
<td>Fruit</td>
</tr>
<tr>
<td>MILK</td>
<td>Milk</td>
</tr>
<tr>
<td>PINEAPPLE</td>
<td>Fruit</td>
</tr>
<tr>
<td>CHEESE</td>
<td>Milk</td>
</tr>
<tr>
<td>BREAD</td>
<td>Grains</td>
</tr>
<tr>
<td>FISH</td>
<td>Meat &amp; Beans</td>
</tr>
<tr>
<td>KIWI</td>
<td>Fruit</td>
</tr>
<tr>
<td>HAM</td>
<td>Meat &amp; Beans</td>
</tr>
<tr>
<td>TOMATO</td>
<td>Vegetable</td>
</tr>
</tbody>
</table>
Grade 2

Breakfast Builds Brains

Healthful Living Objective
4.05 Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.

Math Objectives
1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.
2.02 Tell time at the five-minute intervals.

English Language Arts Objectives
1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.
2.01 Demonstrate sense of story (beginning, middle, end characters, details and settings).

Teacher Resources
• What Foods are in Grain Group?
• What Foods are in the Fruit Group?
• What Foods are in the Meat Group?
• What Foods are in the Milk Group?

Handouts
• Jane Skips Breakfast Story
• Jane Skips Breakfast
• Vowels for Breakfast
• Fractions for Breakfast
• Apple Brain Teaser

Focus
Using the Jane Skips Breakfast Story handout, read the story once out loud for the students. Repeat while students complete the Jane Skips Breakfast handout.

Teacher Input
Ask students what happened to Jane when she did not eat breakfast. Write the word BREAKfast on the board. Ask students what it means. We go several hours without food and the word breakfast means to break the fast. A fast is a period of time when you do not eat. Discuss with students using the reflective questions below.

• How hungry are you when you wake up in the morning?
• Why do you think it is important to eat breakfast?
• How do you feel if you don’t eat breakfast?
• Is it harder for you to concentrate in school when you don’t eat breakfast?
• Do you ever feel grumpy when you don’t eat breakfast?
• Do you have more energy to play when you eat breakfast?
Breakfast foods can be many different foods, but to do our best in school we have to make healthy choices for breakfast. Breakfast should include one serving from the grain group (whole grain is best), one serving of protein and a serving of fruit. Explain to the students that good sources of protein are found in the meat and milk groups. Refer to the *What Foods are in Grain Group?, What Foods are in the Fruit Group?, What Foods are in the Meat Group?* and *What Foods are in the Milk Group?* teacher resources for more ideas about healthful breakfast choices.

**Practice and Assessment**

Distribute and direct students to complete the *Vowels for Breakfast* handout. Instruct students to draw a healthy breakfast that includes a grain, a protein and a fruit. Direct them to write the words for the foods on the picture.

Distribute and direct students to complete the *Fractions for Breakfast* and *Apple Brain Teaser* handouts. Students can work individually or in pairs to complete these handouts.
Read the story once out loud for the students. Repeat while students complete the *Jane Skips Breakfast* handout.

It is 7 o’clock in the morning (ask students to show the time on their worksheet). Jane has just woken up and only has 20 minutes to get ready for school before the bus comes to pick her up (ask students to record what time the bus will pick her up). She is very hungry when she gets up but does not have any time to eat breakfast. Jane knows that breakfast is a very important meal (ask students why) because she needs fuel to be able to think to do her school work. At 7:20 Jane runs out of the house and jumps into the school bus. The bus arrives at school at 7:45 (record on the clock and ask how many minutes it took to get to school). Jane is very hungry (ask students to use other words to describe how Jane may feel/act because she is very hungry). She cannot concentrate on her math lesson and feels very irritable. She doesn’t even want to talk to her good friend Sarah at recess! By the time lunch finally comes at 11:45 (ask students to record the time), Jane feels horrible! She can’t wait to eat! Ask students what Jane should have done so she is not as hungry at lunch. Ask them what time she should have gotten up if she needed 10 minutes for breakfast.
Jane Skips Breakfast

1. It is 7 o’clock in the morning.  Show the time on the clock:

2. What time will the bus pick Jane up?  _________________

3. What time does the bus get to school?  Show the time on the clock:

4. How many minutes did the bus take to get to the school?  _____________

5. What words describe how Jane feels when she gets to school?

6. Lunch is at 11:45.  Show the time on the clock:

7. Draw a picture on the back of this page showing a healthy breakfast that Jane can eat tomorrow.
Vowels for Breakfast

Finish the words with one of the vowels to find some good choices for breakfast foods that are a grain, a protein or a fruit.

<table>
<thead>
<tr>
<th>Grain</th>
<th>Protein</th>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>c__r__al</td>
<td>m__lk</td>
<td>or__ng__</td>
</tr>
<tr>
<td>to__st</td>
<td>__gg</td>
<td>__pple</td>
</tr>
<tr>
<td>o__tm_al</td>
<td>y__g__rt</td>
<td>b__n__n__</td>
</tr>
<tr>
<td>p__nc__ke</td>
<td>h__m</td>
<td>grap__fruit</td>
</tr>
<tr>
<td>gr__ts</td>
<td>pean__t b__tt__r</td>
<td>ra__s__ns</td>
</tr>
</tbody>
</table>

Draw a healthy breakfast and write the names of the foods on the picture. Be sure to include a grain, a protein and a fruit. Include your favorites even if they are not on the lists above.

This is my healthy breakfast.
Vowels for Breakfast

Finish the words with one of the vowels to find some good choices for breakfast foods that are a grain, a protein or a fruit.

<table>
<thead>
<tr>
<th>Grain</th>
<th>Protein</th>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>cereal</td>
<td>milk</td>
<td>orange</td>
</tr>
<tr>
<td>toast</td>
<td>egg</td>
<td>apple</td>
</tr>
<tr>
<td>oatmeal</td>
<td>yogurt</td>
<td>banana</td>
</tr>
<tr>
<td>pancake</td>
<td>ham</td>
<td>grapefruit</td>
</tr>
<tr>
<td>grits</td>
<td>peanut butter</td>
<td>raisins</td>
</tr>
</tbody>
</table>

Draw a healthy breakfast and write the names of the foods on the picture. Be sure to include a grain, a protein and a fruit. Include your favorites even if they are not on the lists above.

This is my healthy breakfast.
Fractions for Breakfast

1. If you have three apples and you cut them in half. How many halves would you have?

__________

2. Sally has one large bagel to eat with her three friends. Cut the bagel so each person will get the same amount. How much of the bagel will each friend eat?

__________

3. Tom is going to share his breakfast waffle with his mother, father, sister and himself. Cut the waffle in four pieces. How much will each person get if the waffle is cut in equal pieces?

__________

4. Jane has 2 oranges. She wants to share them with her four friends. How much of the orange would each friend have if she cut the oranges in equal pieces?

__________

5. Tameka has 4 bananas cut into halves. How many halves does she have?

__________
Apple Brain Teaser

Sarah, Anita, Damien, Sharon and Matt were called to the office during their daily fruit break. They left their apples on the teacher’s desk to eat when they go back to the classroom. Since all the apples were red, telling them apart was a bit tricky. The only difference was in size. The pile of apples had one of each size: 2 ounces, 3 ounces, 4 ounces, 5 ounces and 6 ounces.

Sarah knows hers was the smallest.
Anita said hers was larger than Sharon’s but smaller than Damien’s.
Matt said his was probably the largest.

Who owns which apple?
Apple Brain Teaser

Sarah, Anita, Damien, Sharon and Matt were called to the office during their daily fruit break. They left their apples on the teacher’s desk to eat when they go back to the classroom. Since all the apples were red, telling them apart was a bit tricky. The only difference was in size. The pile of apples had one of each size: 2 ounces, 3 ounces, 4 ounces, 5 ounces and 6 ounces.

Sarah knows hers was the smallest. Anita said hers was larger than Sharon’s but smaller than Damien’s. Matt said his was probably the largest.

Who owns which apple?

<table>
<thead>
<tr>
<th>2 oz.</th>
<th>3 oz.</th>
<th>4 oz.</th>
<th>5 oz.</th>
<th>6 oz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>Sharon</td>
<td>Anita</td>
<td>Damien</td>
<td>Matt</td>
</tr>
</tbody>
</table>
Grade 2

Healthy Choices, Healthy Lifestyles

Healthful Living Objective
4.04 Describe behaviors that are physically active and physically inactive, and compare and contrast the health benefits of these activities.

English Language Arts Objectives
Goal 1 The learner will develop and apply enabling strategies and skills to read and write.
2.01 Read and comprehend text (fiction, nonfiction, poetry and drama) appropriate for grade two by:
• Determining purpose (reader's and author's)
• Making predictions
• Asking questions
• Locating information for specific reasons/purposes
• Recognizing and applying text structure
• Comprehending and examining author's decisions and word choice
• Determining fact and opinion
• Recognizing and comprehending figurative language
• Making inferences and draw conclusions

Goal 5 The learner will apply grammar and language conventions to communicate effectively.

Teacher Resources
• How to Take Your Pulse
• What is Physical Activity?
• MyPyramid for Kids

Materials Needed
• Stopwatch or clock

Handouts
• Moving More and Staying Healthy!
• Healthy Lifestyles

Focus
Using the How to Take Your Pulse teacher resource, instruct students to take their pulses while at rest. Instruct students to march in place for one minute. Take pulse again. Jog in place for one minute. Take pulse again. Discuss with students the differences in their heart rates. What happened to their heart rate after marching? After jogging? Ask students why they think it is important to move more every day.

Teacher Input
Using the What is Physical Activity? teacher resource, discuss physical activity and physical inactivity. Use the MyPyramid for Kids teacher resource to talk about finding a balance between healthy eating and physical activity.

Talking points:
• Being active every day is important in order to stay healthy.
• Being active keeps our lungs, heart and muscles in shape and strong.
• Aim for at least 60 minutes of physical activity every day or most days.

Discussion questions:
• Why is it important to be physically active?
• How does it help us stay healthy?
• Ask students to name their favorite physical activities.
**Practice and Assessment**
Distribute and direct students to complete the *Moving More and Staying Healthy!* handout.

Distribute and direct students to complete the *Healthy Lifestyles* handout. Discuss solutions aloud with the class or have them turn it in for a written assignment.

**Additional Activities**
Start a physical activity club with the class. Instruct students to keep track of how much time they spend being physically active each day. Add up minutes at the end of each month. Compete with other classrooms in the school to see who can accumulate the most minutes during the school year. Graph the results to keep track of each student or classroom.
## Moving More and Staying Healthy!

**Active Vs. Inactive**

Directions: Write the word **Active** or **Inactive** next to each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Riding your bike to school</td>
<td></td>
</tr>
<tr>
<td>Watching TV with family after dinner</td>
<td></td>
</tr>
<tr>
<td>Taking a walk with family after dinner</td>
<td></td>
</tr>
<tr>
<td>Going to dance class three nights a week</td>
<td></td>
</tr>
<tr>
<td>Roller-blading</td>
<td></td>
</tr>
<tr>
<td>Playing video games after school</td>
<td></td>
</tr>
<tr>
<td>Playing soccer after school</td>
<td></td>
</tr>
<tr>
<td>Playing on the computer</td>
<td></td>
</tr>
<tr>
<td>Vacuuming the house</td>
<td></td>
</tr>
<tr>
<td>Swimming at the neighborhood pool</td>
<td></td>
</tr>
</tbody>
</table>

Make a list of the types of physical activities that you enjoy:

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
Healthy Lifestyles

Directions: Read each of the stories carefully. Write down 3 – 4 complete sentences that might help the character in the story lead a healthier lifestyle.

1. Mr. Jones lives in the city with his wife, son and two daughters. He works at an office that is one mile away from his house. He takes the bus to work and usually eats fast food for lunch. He takes the bus home from work and eats dinner with his family every night. He likes to watch TV after dinner. His family is worried about him because he has gained some weight over the past few months. He does not have a lot of energy any more to enjoy outdoor activities.

Write 3 sentences that will help Mr. Jones feel better.

_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. Kevin is a second grade student at Focus Elementary school. He used to play soccer at recess with his friends. He was even on a soccer team that played together after school. He decided last month that he did not want to play anymore. He would rather spend time on his computer at home. His friends really want him to come and play, but he thinks it is more fun at home.

Write 3 sentences that tell how Kevin can be more active and why it is good for him to play games like soccer with his friends.

_______________________________________________________________________
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_______________________________________________________________________
3. Susan is 8 years old. She eats a lot of potato chips and candy bars and likes to drink soda. She usually has french fries and pizza for lunch. Her mom wants her to eat more fruit and vegetables, but she thinks they are gross! She does not have very much energy at recess. At home, she would rather play video games instead of going outside to play.

List 2 ideas that will help Susan feel better. Write 4 sentences about the food that she eats and food that would be better for her.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

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_______________________________________________________________________

_______________________________________________________________________
Grade 2

The Very Hungry Kid

Healthful Living Objective
4.03 Identify the body signals that tell people when they are hungry and when they are full (hunger vs. satiety).

English Language Arts Objectives
2.02 Use text for a variety of functions, including literary, informational, and practical.
2.03 Read expository materials for answers to specific questions.
2.04 Pose possible how, why, and what if questions to understand and/or interpret text.
2.06 Recall main idea, facts and details from a text.
3.01 Use personal experiences and knowledge to interpret written and oral messages.
3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).
3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard (e.g., read aloud by teacher, literature circles, interest groups, book clubs).

Materials Needed
• Suggested book: The Very Hungry Caterpillar by Eric Carle

Handouts
• Why do we eat what we do?
• Hunger Faces: How do you feel?
• MyPyramid for Kids
• When I'm Hungry...

Focus
Distribute the Why do we eat what we do? and Hunger Faces: How do you feel? handouts. Discuss hunger and satiety (when you feel like you have had enough to eat) with students; why we eat; and why we stop eating. Brainstorm with the students whether they feel hungry, satisfied or full:
• When I wake up in the morning, I feel...
• Just before lunch, I feel...
• After recess, I feel...
• After Thanksgiving dinner, I feel...
• After I eat a snack, I feel...
• After a big breakfast, I feel...
• When I finish a meal from a fast food restaurant, I feel...
• After I eat an apple or banana, I feel...

OPTIONAL: Add additional brainstorm/sentence starters if time permits.

Teacher Input
Read The Very Hungry Caterpillar and briefly discuss.
Practice and Assessment
Direct students to create their own story based on *The Very Hungry Caterpillar*. An example of a possible title is *The Very Hungry Kid*. They can base the story on themselves or create a fictional character. Tell them to include all of the foods they or the character would eat and what happens to their bodies when they eat. Distribute the *MyPyramid for Kids* handout to give them ideas. Have them write the stories in their journals or as a separate paper.

Distribute the *When I’m Hungry*…handout to complete in the classroom or as a homework assignment.
WHY DO WE EAT WHAT WE DO?

BECAUSE IT LOOKS GOOD...
IT SMELLS GOOD...
IT TASTES GOOD...

IT'S NOT FATTENING...
IT IS FATTENING...
IT WILL MAKE ME STRONG...

IT'S GOOD FOR MY COMPLEXION...
IT'S WHAT MY BODY NEEDS...
I ALWAYS EAT WHEN I'M BORED...

Exploring the Food Pyramid with Professor Popcorn and Hooked on Health, Purdue University Cooperative Extension Service, 4-H EFNEP, 1996. Used with permission, Good For Me!, 1978, Little, Brown, & Company.
Hunger Faces
How do you feel?

Very Hungry

Hungry

Satisfied... not hungry

Full

Stuffed!

Adopted from Mellin, Laurel: SHAPEDOWN... Just for Teens, Balboa Publishing, San Francisco, CA 94960
Graphics © Creative Therapy Associates, Inc.
**MyPyramid**

**For Kids**

Eat Right. Exercise. Have Fun.

MyPyramid.gov

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**Grains**
Make half your grains whole

- Start smart with breakfast. Look for whole-grain cereals.
- Just because bread is brown doesn’t mean it’s whole grain. Search the ingredients list to make sure the first word is “whole” like “whole wheat”.

---

**Vegetables**
Vary your veggies

- Color your plate with all kinds of great-tasting veggies.
- What’s green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

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**Fruits**
Focus on fruits

- Fruits are nature’s treats — sweet and delicious. Go easy on juice and make sure it’s 100%.

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**Milk**
Get your calcium-rich foods

- Move to the milk group to get your calcium. Calcium builds strong bones.
- Look at the carton or container to make sure your milk, yogurt, or cheese is low fat or fat-free.

---

**Meat & Beans**
Go lean with protein

- Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled — not fried.
- It’s nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

---

**For an 1,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov**

- Eat 6 oz. every day; at least half should be whole.
- Eat 2 1/2 cups every day.
- Eat 1 1/2 cups every day.
- Get 3 cups every day; for kids ages 2 to 6, it’s 2 cups.
- Eat 5 oz. every day.

---

**Oils**
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

---

**Find your balance between food and fun**
- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblad — it all counts. How great is that!

---

**Fats and sugars — know your limits**
- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.
When I’m Hungry...

When I’m hungry I feel:

I know I’m hungry when:

When I’m hungry I: (What do you do? What do you eat? Who fixes the food?)