Kindergarten
An Integrated Nutrition Curriculum

Developed by the North Carolina Nutrition Education and Training Program
January 2007

State of North Carolina • Michael F. Easley, Governor
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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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Teacher Resources

Kindergarten

Teaching MyPyramid
Anatomy of MyPyramid
MyPyramid for Kids
Calcium: Build Strong Bones
Cut the Fat: Mooove to 1% or Less
Agricultural Background Information
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.
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.

MyPyramid.gov
STEPS TO A HEALTHIER YOU
MyPyramid For Kids
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 package 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 juicy, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

For a 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 8, 4 to 5 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, 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.
Healthy Bones
No matter what your age, bone health is important. Strong bones help prevent osteoporosis, a disease in which bones become fragile and break easily. Often considered an “elderly” concern, osteoporosis prevention begins at an early age and continues throughout your lifetime. Bone mass develops rapidly between the ages of 10 and 20 and peaks at age 30. Building and maintaining strong bones depends on calcium, vitamin D, and physical activity.

Calcium
Calcium is an important nutrient for your body and for your health. Calcium helps your heart, muscles, and nerves function. It is also important for bone health. Ninety-nine percent of your body’s calcium is stored in your bones. Children and teenagers need adequate calcium in their diets so they can maximize the calcium storage in their bones. In later years, adequate dietary calcium helps minimize calcium loss from the bones.

Studies show that over half of Americans do not get the recommended calcium from their diets. The best sources of calcium are dairy products. Calcium should be provided in meals and snacks throughout the day. Try the Calcium Checklist to estimate how much calcium you get in a day. Follow the Food Guide Pyramid to obtain all the key nutrients you need.

Vitamin D
Your body uses vitamin D to help transport calcium to your bones. Foods such as milk and eggs contain vitamin D. Your body also makes its own vitamin D when you are exposed to sunlight. Three times a week for about 10 to 15 minutes is enough sunlight for younger people. However, because many older people do not get outdoors very often and their skin is much less efficient at making vitamin D, they may need to use supplements to obtain their needed 400 to 600 IU of vitamin D per day. Younger adults usually need around 200 IU per day. One cup of fortified cow’s or soy milk provides 100 IU.

Physical Activity
Weight-bearing exercise helps keep bones strong and prevents calcium loss. Calcium loss can take place at any age, even during childhood. For example, astronauts (weightlessness in space) and sedentary people are at risk for losing calcium from their bones. Weight-bearing exercise includes walking, jogging, weight lifting, dancing, and soccer. Try a daily activity with your family, neighbors, or friends—walking at the mall, joining a fitness club, or doing a hobby. Aim for at least 30 minutes of activity on most days of the week. You can add up the minutes throughout the day. It does not need to be all at one time.

Lactose Intolerance
It has been estimated that between 30 and 50 million Americans are lactose intolerant. People who are lactose-intolerant cannot digest lactose, a natural sugar found in milk and dairy products. Symptoms begin anywhere from 30 minutes to two hours after eating or drinking foods containing lactose. Symptoms can vary depending on the person, but may include gas, nausea, diarrhea, stomach cramps, and vomiting.

Calcium Recommendations

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<tr>
<td>Children 1 to 3 years</td>
<td>500 mg</td>
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<td>Children 4 to 8 years</td>
<td>800 mg</td>
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<tr>
<td>Youth 9 to 18 years</td>
<td>1300 mg</td>
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<tr>
<td>Adult 19 to 50 years</td>
<td>1000 mg</td>
</tr>
<tr>
<td>Adult 51 + years</td>
<td>1200 mg</td>
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*Extension specialist and assistant professor and student, respectively, Department of Human Nutrition, Foods and Exercise, Virginia Tech
Original Author: Ann Hertzler, former Extension specialist, Department of Human Nutrition, Foods and Exercise, Virginia Tech
If you have trouble digesting dairy products, first try smaller amounts in meals and snacks spread throughout the day. Other solutions include: adding lactase enzyme drops to milk; choosing hard cheeses (like cheddar), and yogurt with active cultures, that are low in lactose; purchasing reduced-lactose dairy products; or taking lactase enzyme tablets before you eat or drink dairy products.

For individuals who either cannot tolerate any lactose or do not like dairy products, following are some calcium-rich alternatives. Calcium supplements may be another option.

**Calcium and Fat**

Although dairy products are high in calcium, they can also be high in fat. Read the Nutrition Facts label to find lower-fat options. The label lists the grams (g) of fat in the serving and the “%” contribution to the recommended fat level for the day. Some lower-fat options include: nonfat or 1% milk; reduced-fat cheese; and many of the calcium-rich alternatives to dairy, such as dry beans.

**Calcium Supplements**

Dietary sources of calcium are best because they contain other nutrients, too. If you are unable to get enough calcium from your diet, then calcium supplements are an alternative. They are not designed to replace nutrition, only supplement. Calcium supplements are available in tablets, powders, liquids, and chewable chocolate. Read the label for the amount of calcium. Avoid taking a supplement that contains more than 500 mg. It may keep your body from using the other nutrients in the meal or snack. High doses of calcium at one time can cause gastric upset. Calcium citrate is a supplement that dissolves easily in the stomach and is absorbed efficiently. Bone-meal supplements are made from finely ground animal bones. Bone-meal supplements are not recommended because they may contain toxic metals such as lead.

A word of caution: supplements are not regulated. As a result, many of the products are not standardized—meaning that they do not have the same amount or same product. Check for the Consumer Lab stamp of approval, a CL and a beaker, on the label. CL conducts independent product tests to ensure purity and consistency.

**Reference**

Food and Nutrition Board (FNB), Institute of Medicine (IOM). Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride (1999).

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**Calcium and Fat**

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<th>High-fat choices</th>
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<tr>
<td><strong>300 mg calcium</strong></td>
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<tr>
<td>1 cup skim milk or non fat yogurt</td>
<td>1 cup whole milk, yogurt, fortified soy milk</td>
<td>12 oz. Milk shake</td>
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<tr>
<td>1 cup 2% milk, low-fat yogurt</td>
<td>1 cup custard</td>
<td>1 cup eggnog</td>
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<tr>
<td>1 cup calcium fortified orange juice</td>
<td>4 oz canned salmon, solids</td>
<td>1 piece lasagna</td>
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<tr>
<th><strong>200 mg calcium</strong></th>
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<tr>
<td>1 oz fat-free cheese</td>
<td>1 oz. Cheddar/American cheese</td>
<td>1 cup ice cream (10% fat)</td>
</tr>
<tr>
<td>1 oz low fat cheese</td>
<td>1 cup cream soup/chowder</td>
<td>1 cup ice cream (16% fat)</td>
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<tr>
<th><strong>100 mg calcium</strong></th>
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<tr>
<td>1 cup 1% cottage cheese</td>
<td>1/2 cup macaroni and cheese</td>
<td>1/8 quiche pie</td>
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<tr>
<td>1 cup sherbet (2%)</td>
<td>1 cup creamed (4%) cottage cheese</td>
<td>1 cheeseburger, 4 oz</td>
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<tr>
<td>1/2 cup ice milk (4%)</td>
<td>1/8 15” pizza</td>
<td>1 oz almonds</td>
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<tr>
<td>1/2 cup cooked greens</td>
<td>1/4 cup Alfredo sauce</td>
<td>1 cup tempeh</td>
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<tr>
<td>One 2 1/2” muffin</td>
<td>One 7” waffle</td>
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<tr>
<td>1 cup cooked dried beans/peas</td>
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<tr>
<td>1 taco shell</td>
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<tr>
<td>1/2 cup tofu</td>
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<tr>
<td>One 4” pancake</td>
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Fats such as cream cheese, sour cream, whipping cream, coffee cream, artificial creamer, and whipped topping contain little or no calcium. Substitute fat free yogurt or low-fat cottage cheese blended with 1 tbsp lemon juice or vinegar for sour cream or cream cheese.
Cut the Fat: Mooove to 1% or Less

Fat-free (skim) and 1% milk have all the protein, calcium and vitamins found in whole milk, but have little or no fat.

Nine out of 10 people like the taste of ice cold 1% or fat-free (skim) milk in blind taste tests.

Heart disease may not show up until adulthood. But the early stages, caused by too much saturated fat, can be seen in kids as young as ten years old.

One cup of whole milk has a lot of saturated fat - the same amount as five strips of bacon or a candy bar.

2% milk is not low-fat. One cup has as much saturated fat as three strips of bacon. Only 1% and fat-free are low-fat milks.

Serving 1% milk instead of 2% for children in child care (for ages 2 to 5) would cut out a lot of saturated fat from diets during those three years.

1% or Less. Yes.

Adapted from CSPI 1% or Less Campaign materials
State of North Carolina • Michael F. Easley, Governor
Department of Health and Human Services • Carmen Hooker Odom, Secretary
Division of Public Health • Women’s and Children’s Health Section • Nutrition Services Branch
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Agricultural Background Information

Agriculture plays a major part in our lives: from what we wear, to what we use in our classes and even to what we do after school. We may not always think of agricultural products as the physical source of the items or things we use every day. However, most of these daily essentials can be traced back to an agricultural source.

Production agriculture, or farming, is what most students think of when they hear the word agriculture. This is the actual production or growing of raw commodities. People who raise and harvest crops and livestock for consumption or purchase are typically categorized as farmers and ranchers. It doesn’t stop there. Production agriculture also includes a variety of specialties, such as fish, timber, fur-bearing animals, trees, shrubs, flowers, herbs and much more.

Most of the products we use every day come from agriculture. The sheets we sleep on and the pajamas we wear are made from cotton. The feathers in the pillows may come from chickens or ducks. The cereal and milk we eat for breakfast; the pencils crayons, and paper that we use at school; and the baseballs, bats and gloves we use after school all originate from raw agricultural products. We know that our food comes from agriculture, but you can see how we are surrounded by and reliant upon many agricultural products the whole day through.

Counting is also a very important part of all of our lives. The people who grow our food have to count very closely and keep very good records. They have to know how many acres to plant. They need to know how much seed and fertilizer they will need. In addition, they need to know how many bushels of wheat or soybeans or peanuts their fields produced during the year. They keep careful records so they can make sure they are earning enough money to pay their expenses.

Farmers who raise animals need to know how many offspring their animals produce so they will know how much feed to buy and how many they can sell. They need to know how much money they can expect to make, so they can plan for the coming year. Counting is a very important part of the farmer’s job. Our government needs to keep a good count of crops and farm animals so they will know what kind of help the farmers need to make sure we have enough food to eat. The U.S. Department of Agriculture’s National Agricultural Statistics Service is the government agency responsible for keeping count.

Adapted from: Food for America, National FFA Organization, P.O. Box 68960, Indianapolis, IN and USDA – Ag in the Classroom-www.agclassroom.org, Agriculture Counts-www.usda.gov/nass/
Lesson Plans

Kindergarten

MyPyramid: Eat a Variety of Foods
Around the World with Food
Building Strong Bones and Teeth
Moooving Over to Low-fat Milk
From Farm to Table
Kindergarten

MyPyramid: Eat a Variety of Foods

Healthful Living Objective
4.01 Recognize the categories of MyPyramid.

Math Objectives
1.01 Develop numeric sense for whole numbers through 30.
3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify build, and name spheres and cubes.
5.01 Sort and classify objects by one attribute.

English Language Arts Objectives
3.01 Connect information and events in text to experiences.
3.02 Discuss concepts and information in a text to clarify and extend knowledge.

Teacher Resources
• Teaching MyPyramid
• Anatomy of MyPyramid
• MyPyramid for Kids

Materials Needed
• MyPyramid for Kids Poster
• Food containers, dishes and cooking utensils with a square or rectangular shape in the design
• Art paper
• Crayons
• Slice of sandwich bread
• Slice of cheese (individually wrapped)

Handouts
• MyPyramid for Kids Color Sheet
• Eat Smart with MyPyramid for Kids
• Shaping up with Rectangles

Focus
Display the MyPyramid for Kids Poster. Ask students what colors they see on MyPyramid for Kids. Explain that each color represents a different food group. Ask them why they think there is a child walking up MyPyramid for Kids.

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

• **Foods on 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. Point out the foods that people should choose more often and those they should choose less often.

• **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 in turn.** 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**

Pass out the *MyPyramid for Kids Color Sheet* handout. Instruct students to color each area of MyPyramid. They can look at the poster or use the guide on the handout. Ask them to talk about some of their favorite foods and where they belong on MyPyramid. If they give examples of foods such as candy, soda, etc., discuss how these foods are at the very top of MyPyramid and should be eaten occasionally. For example, french fries are a vegetable but because they are fried they are high in calories and fat and are a food we should not eat as often.

Discuss the shapes of square and rectangles. Display an assortment of food containers, dishes and cooking utensils that have a square and/or rectangular shape in the design. The collection could include containers that have actual food in them such as a box of crackers or cereal, a slice of bread and others that are available. Model for students by selecting, naming and describing the object. Explain how the object relates to food. Point to the square and/or rectangular design that is on each object. For example: a box of crackers and crackers are in the grains group of MyPyramid. Repeat the modeling process to ensure understanding of the activity. Instruct students to repeat the process using different objects. Repeat until all students have had a turn. Each student should select an object, explain how the object relates to food and identify the square and/or rectangular shape on the object.

Provide students with art paper. Instruct students to draw, color and label at least two square or rectangular shaped foods. Ask students to identify the food group of each food.

Show the students a slice of sandwich bread and a slice of cheese and show them how it is shaped like a square. Ask student to identify the food group of each food.

Distribute and instruct students to complete the *Eat Smart with MyPyramid for Kids* handout.

Provide students with the *Shaping up with Rectangles* handout as a homework assignment. Direct them to find at least five items at home that have a rectangular shape and have something to do with food. They should draw, label and number the five items.
Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.

- Slice of bread
- Baked potato
- Popcorn
- Pasta (bowtie)
- Cereal
- Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.

- Carrots
- Spinach
- Grapes
- Pasta (macaroni)
- Broccoli
- Swiss cheese

Draw a **square** around the foods that are in the **Fruit Group**.

- Corn
- Orange juice
- Apple
- Banana
- Strawberries
- Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.

- 1% Milk
- Yogurt
- Egg
- American cheese
- Cookies
- Orange juice

Draw an **oval** around the foods that are in the **Meat and Beans Group**.

- Peanut butter
- Egg
- Beans
- Chicken
- Pork chop
- Fish
Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.

- Slice of bread
- Baked potato
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Draw a **triangle** around the foods that are in the **Milk Group**.

- 1% Milk
- Yogurt
- Egg
- American cheese
- Cookies
- Orange juice

Draw an **oval** around the foods that are in the **Meat and Beans Group**.

- Peanut butter
- Egg
- Beans
- Chicken
- Pork chop
- Fish
Shaping up with Rectangles

Draw, label and number 5 items that have a rectangle shape in the design. Each item must have something to do with food.
Kindergarten

Around the World with Food

Healthful Living Objective
4.02 Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.

English Language Arts Objective
Goal 1 The learner will develop and apply enabling strategies and skills to read and write.

Teacher Resource
• Teaching MyPyramid

Materials Needed
• MyPyramid for Kids Poster
• Pencils or crayons
• Globe or world map
• Suggested book: Let’s Eat! What Children Eat Around the World by Beatrice Hollyer

Handouts
• Meet the Five Food Groups
• Is it Food?
• Around the World with Food

Focus
Using a world map or globe, talk about foods from around the world or read a storybook that highlights food and eating. Talk about favorite foods. Discuss color, size, shape and texture of those foods. Once several students have shared, inform students that some foods are alike and some foods are different.

• Suggested book: Let’s Eat! What Children Eat Around the World by Beatrice Hollyer. This book will need to be paraphrased for kindergarten reading and comprehension level.

Teacher Input
Display the MyPyramid for Kids Poster and use the Teaching MyPyramid teacher resource to discuss each of the five food groups. Ask students to name foods from each group and have them identify the group in which their favorite food belongs.

Discuss with the students items that are food and items that are not food. Ask the students:
• What things can we eat?
• Why do we need to eat?
• Why can’t we eat items that are not food?
• What would happen if we did?

Using a world map or a globe, talk about children in different parts of the world. Ask students if children in other parts of the world eat the same kinds of foods we eat. Choose two to three different cultures and discuss the kinds of food they eat and how they prepare it. Ask students how it is different from the food that we eat.
**Practice and Assessment**
Distribute and follow the instructions given to complete the *Meet the Five Food Groups* handout.

Distribute and follow the instructions given to complete the *Is it Food?* handout.

Using the *Around the World with Food* handout, discuss where each of the foods listed comes from and record the different foods each child has tried. **OPTIONAL:** Create a large version of the chart using poster board and pictures of the foods. Additional foods can be added. Origins of the foods are:

- Taco - Mexico
- Croissant - France
- Egg Roll - China
- Mango - India, now common to all tropical climates
- Pizza - Italy
- Kiwi - New Zealand
- Avocado - Central America
Meet the Five Food Groups

As a class, identify the five food groups in the first column. Instruct students to find and circle the food in each section to the right that is in that food group. There may be more than one for each group.

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<tr>
<th>Meat</th>
<th>Dairy</th>
<th>Fruit</th>
<th>Vegetables</th>
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| Name _______________________________ |

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| Name _______________________________ |
Is it Food?

Directions to Teacher:
• Have students identify each of the five food groups
• Cross out non-food items with a pencil or crayon
• Connect food pictures to matching food group pictures
• Optional: Color pictures

Name_______________________________
## Around the World with Food

<table>
<thead>
<tr>
<th>Name</th>
<th>Taco</th>
<th>Croissant</th>
<th>Egg Roll</th>
<th>Mango</th>
<th>Pizza</th>
<th>Kiwi</th>
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Kindergarten

Building Strong Bones and Teeth

Healthful Living Objectives
4.03 Identify foods and beverages that are healthy food choices for the teeth and bones.
4.04 Associate common foods with their origins.

English Language Arts Objective
Goal 1 The learner will develop and apply enabling strategies and skills to read and write.

Teacher Resource
• Calcium: Build Strong Bones

Materials Needed
• Infant sleeper (6-9 months) or other baby clothing
• Suggested books: What’s for Lunch? Milk by Claire Llewellyn or From Cow to Ice Cream by Bertran Knight
• Crayons

Handout
• Food Riddle Calcium Picture Game

Focus
Hold up an infant sleeper. Ask students if they remember when they wore one of these? Ask a student to come up front and hold the sleeper up against him or herself. Remind them how much they have grown in the past 5 to 6 years. Tell them we are going to talk about foods with calcium.

Teacher Input
Refer to the Calcium: Build Strong Bones teacher resource for more information. Calcium is needed for strong teeth and bones and to help our heart, nerves and muscles. Our bodies cannot make calcium. We get calcium from the food we eat. Calcium-rich foods include:
• Dairy products: milk, cheese, yogurt, ice cream
• Dark green leafy vegetables: broccoli, kale, turnip greens
• Calcium-fortified foods: orange juice, cereal, bread
• Dried beans and peas: pinto beans, black beans, lentils

Read What’s for Lunch? Milk, or From Cow to Ice Cream or another book that illustrates the process of milk from farm to store and the products that are made from milk. After reading the story, discuss the story with the students and ask them if they have ever visited a farm and what they saw on the farm. Ask them to name some foods that are made from milk. Tell students that milk and foods made from milk have calcium. Review the function of calcium in the body.

Practice and Assessment
Distribute the Food Riddle Calcium Picture Game handout. Tell the students to listen closely as you read the descriptions for each item on the next page. Do not read the bolded food name at the start of each description.
Ice Cream
This food is sweet and cold. It stays in the freezer.
It comes in many different flavors.
We eat it for snack or dessert. What is it?
Draw a brown circle around this food.

Pudding
This food is smooth and creamy. It is not frozen.
It is made with milk.
Sometimes we make it from a box of powder.
It comes in different flavors like chocolate or banana. What is it?
Put a blue X on this food.

Yogurt
This food helps us have strong bones and teeth.
We eat it with a spoon. Sometimes we eat it with fruit.
You could eat this food for breakfast or for a snack.
It is made from milk. What is it?
Draw a red circle around this food.

Milk
This drink comes from cows.
We drink it by itself or put it on cereal.
Sometimes it is in different flavors, like chocolate or strawberry. What is it?
Draw a blue square around this food.

Cheese
This food comes in chunks or slices.
We eat it with crackers or cooked with macaroni. What is it?
Draw a yellow square around this food.

We have found foods that are made from milk and have calcium in them. Now we are going to see if we can find some foods that are not made from milk but have calcium in them.

Pinto Beans
This food is special because it can fit in the vegetable group or the meat and beans group.
It grows in a pod.
It is round and reddish in color.
We eat it with rice or in soup. What is it?
Draw a green square around this food.

Calcium-fortified Orange Juice
This is something we drink for breakfast.
It comes from a juicy fruit that grows on trees. What is it?
Put an orange X on this food.

Broccoli
This is a green vegetable.
It looks like little trees. What is it?
Put a green X on this food.
Food Riddle Calcium Picture Game
Kindergarten

Moooving over to Low-fat Milk

Healthful Living Objective
4.03 Identify foods and beverages that are healthy choices for teeth and bones.

Math Objectives
1.01 Count objects in a set.
2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
4.02 Display and describe data with concrete and pictorial graphs as a group activity.

Teacher Resources
• Calcium: Build Strong Bones
• Cut the Fat: Mooove to 1% or Less

Materials Needed
• Caps from milk jugs to indicate different fat levels of milk (skim, 1%, 2% and whole). NOTE: two weeks before the lesson, ask students to bring in caps from the milk they drink at home. Tell them to make sure the caps are washed before they bring them to class. Send the Dear Parents letter home to parents to request milk caps.
• Poster paper for Milk Cap Bar Chart
• Crayons
• Glue or paste

Handouts
• Dear Parents Letter
• Milk Cap Bar Chart
• Low-fat Pudding Recipe to Take Home
• mooove to low-fat or fat-free milk!

Focus
Ask students who buys the milk for their home and what color caps do they see on their milk jugs at home. Different color caps show what kind of milk is in the container. Tell the students that we are going to learn why milk has different colored caps.

Teacher Input
Refer to the Calcium: Build Strong Bones and Cut the Fat: Mooove to 1% or Less teacher resources for more information. Calcium is needed for strong teeth and bones and to help our heart, nerves and muscles. Our bodies cannot make calcium. We get calcium from the food we eat. Milk is an excellent source of calcium.

Make sure the caps brought in by students have been thoroughly cleaned before using them. Using the caps, ask students why they think milk comes with different colored caps and what they think each color means. Sort caps according to color and kind (whole, 2%, 1% and fat-free). Ask students what they think is the difference between the milks. Tell them the only difference is the amount of fat. Fat provides energy for our bodies and protects our insides. We need some fat from food, but not too much. Encourage students to drink low-fat (1%) or fat-free (skim) milk if they have it in their homes or at school because it has less fat. Students who do not like the taste of milk might want to try flavored low-fat milk.
Practice and Assessment
Make a class bar chart for the different types of milk by gluing the caps on the poster paper. Red is usually the color for whole milk. Colors for low-fat milk vary from store to store. **NOTE:** you might want to check in your local store to get an idea of what each cap color represents for the fat content. If there are not enough caps, you can fill in with stickers or draw colored circles. While doing the activity reinforce with students that by drinking low-fat or fat-free milk, they will get the calcium and vitamins, but will not get as much fat as they would from whole milk. That is what makes low-fat and fat-free milk the better choices.

Count the number of caps for each type of milk and put the number on the board. Pass out the *Milk Cap Bar Chart* handout and direct students to color in the blocks using the numbers that are on the board from the milk caps to complete their own graphs.

Using the *Low-fat Pudding Recipe to Take Home*, make low-fat pudding in class.

Send the following handouts home with students:
- mooove to low-fat or fat-free milk!
- *Low-fat Pudding Recipe to Take Home*
Dear Parents/Guardians:

In your child’s class we will soon be discussing that milk comes from cows and that dairy foods are made from milk. We will also be discussing how milk promotes growth of healthy bones and teeth because it is a good source of protein, calcium and vitamins.

We have asked your child to identify who buys the milk in your home and if they know what type of milk is purchased. Help your child answer these questions. Please save caps from empty milk jugs for your child to bring to class within the next week for some craft projects. Please make sure the caps are thoroughly cleaned before sending them to the classroom.

Thank you for your help and for supporting your child with this project.

Sincerely,
Name: ________________________________

## Milk Cap Bar Chart

<table>
<thead>
<tr>
<th>Number of Milk Caps</th>
<th>Whole Milk</th>
<th>2% Reduced Fat</th>
<th>1% Lowfat</th>
<th>Fat Free (Skim)</th>
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Adapted with permission from Florida’s Mooove to Lowfat Milk Campaign, 2002
NC Division of Public Health
Nutrition Services Branch – April 2004
Dear Parents/Guardians:

Your child has been learning how milk gets from the cow to your home. We have been discussing how milk promotes growth of healthy bones and teeth and how low-fat and fat-free milk are healthier choices than whole milk. Milk is a good source of protein, calcium, and vitamins. For healthy adults and children two years and up, low-fat and fat-free milk are best. Today we made pudding out of low-fat (1%) milk. Your child tasted it and liked it! Here is the recipe for you to try at home:

**Ingredients**
1 3-ounce box of instant pudding  
2 cups low-fat (1%) or fat-free (skim) milk  
6-8 drops of food coloring (optional)

**Directions**
1. Pour 2 cups cold milk into a medium bowl.  
2. Add pudding mix and optional food coloring.  
3. Beat with wire whisk for 2 minutes.  
4. Pour into individual dessert dishes.  
5. Pudding will be ready to eat in five minutes.

**Suggested seasonal themes with matching food colors:**

<table>
<thead>
<tr>
<th>Season</th>
<th>Color Description</th>
<th>Pudding Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valentine’s Day</td>
<td>red</td>
<td>Sweetheart Pudding</td>
</tr>
<tr>
<td>Spring</td>
<td>green</td>
<td>Bunny Trail Pudding</td>
</tr>
<tr>
<td>July Fourth</td>
<td>red/blue</td>
<td>Fireworks Pudding</td>
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<tr>
<td>Fall/Thanksgiving</td>
<td>orange or chocolate</td>
<td>Harvest Pudding</td>
</tr>
<tr>
<td>Winter</td>
<td>vanilla</td>
<td>Snowy Pudding</td>
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</table>
mooove to low-fat or fat-free milk!

Milk is a good source of protein, calcium, and vitamins.

Milk is important for adults, teenagers and children.

Choosing the right type of milk is important for you and your family:

- Breastfeeding is best for baby’s first year or longer.
- For babies who are not breastfed, use iron fortified infant formula until 12 months of age.
- Use whole milk for children under the age of two.
- For adults and children two years and older, low-fat (also called 1%) and fat-free milk (also called skim) are best!!

Nutrition facts for 1 cup of milk:

- **Fat-Free (Skim)**
  - 0 grams fat
  - 90 calories
  - 8 grams protein
  - % Daily Value: 30% calcium
  - 25% Vitamin D

- **Low-fat (1%)**
  - 2.5 grams fat
  - 110 calories
  - 8 grams protein
  - % Daily Value: 30% calcium
  - 25% Vitamin D

- **Reduced Fat (2%)**
  - 5 grams fat
  - 130 calories
  - 8 grams protein
  - % Daily Value: 30% calcium
  - 25% Vitamin D

- **Whole**
  - 8 grams fat
  - 160 calories
  - 8 grams protein
  - % Daily Value: 30% calcium
  - 25% Vitamin D
Help your family improve their health. Make the mooove to low-fat or fat-free milk because it tastes great, it cuts fat and calories quickly and easily from your family's diet, and it helps reduce your family's risk of heart disease. An easy way to make the switch from whole milk is to do it gradually. Start by using reduced fat (2%) milk. Then, change to low-fat (1%) milk and, finally, try fat-free (skim) milk. Encourage your family to drink low-fat or fat-free milk instead of beverages such as sodas, sports drinks, or fruit drinks!

recipes!

Corn Chowder

2 potatoes, peeled and cubed
1 cup frozen corn or frozen mixed vegetables
2 cups low-fat or fat-free milk
1/4 teaspoon salt
1/4 teaspoon pepper
1 cup cooked extra lean ham, diced

Cook potatoes in a small amount of water until tender. Drain water. Combine potatoes, corn, milk, salt, pepper and ham in a saucepan. Heat until hot, but do not boil. Serves 5

Nutrient content per serving: Calories Total Fat Saturated Fat Cholesterol
Using this recipe 146 1.8 grams 0.6 grams 14 mg
Using whole milk & high fat ham 190 6.8 grams 3.2 grams 30 mg

Smoothie

2 cups low-fat or fat-free milk
1 small can (6 oz) frozen orange juice concentrate
1 cup (8 oz) nonfat strawberry/banana yogurt
2 tablespoons powdered sugar
4-6 ice cubes

In blender, combine milk, orange juice, powdered sugar and yogurt. Blend until smooth. Add ice cubes, one at a time. Blend after each. Blend until smooth and frothy. Serve immediately. Serves 4

Nutrient content per serving: Calories Total Fat Saturated Fat Cholesterol
Using this recipe 187 1 gram 0.6 grams 5 mg
Using whole milk 223 5.2 grams 3.2 grams 20 mg

Baked Macaroni and Cheese

8 ounces uncooked elbow macaroni
2 tablespoons reduced-calorie stick margarine
1/4 cup flour
3/4 teaspoon dry mustard
1/4 teaspoon ground pepper
2 cups fat-free or low-fat milk
1 1/2 cups (6 oz) shredded reduced fat sharp Cheddar cheese

Cook macaroni according to package directions without the salt and fat. Drain. Set aside. Melt margarine in a large, heavy saucepan over low heat. Add flour, dry mustard and pepper to melted margarine and mix thoroughly. Add milk. Cook, stirring constantly with a wire whisk until thickened (1 minute or more). Add cheese, stirring until cheese melts. Stir in cooked macaroni. Spoon mixture into a greased 2-quart casserole dish. Cover and bake at 350 degrees for 30 minutes or microwave on high for 5 minutes. Let stand, covered, 5 minutes before serving. Serves 5

Nutrient content per serving: Calories Total Fat Saturated Fat Cholesterol
Using this recipe 354 10.4 grams 5.4 grams 26 mg
Using whole milk & regular cheese 432 20 grams 10.3 grams 50 mg

Adapted from Florida Department of Health by State of North Carolina • Michael F. Easley, Governor
Department of Health and Human Services • Carmen Hooker Odom, Sec.
Division of Public Health • Nutrition Services Branch

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04/04
Kindergarten

From Farm to Table

Healthful Living Objective
4.04 Associate common foods with their origins.

Math Objectives:
1.01 Develop number sense for whole numbers through 30.
   • Connect model, number word (orally), and number, using a variety of representations
   • Count objects in a set
   • Read and write numerals
   • Compare and order sets and numbers
   • Use ordinals (1st-10th)
   • Estimate quantities fewer than or equal to 10
   • Recognize equivalence in sets and numbers 1-10
5.01 Sort and classify objects by one attribute.

English Language Arts Objectives
3.01 Connect information and events in text to experience.
3.02 Discuss concepts and information in a text to clarify and extend knowledge.
4.04 Maintain conversation and discussions:
   • attending to oral presentations
   • taking turns expressing ideas and asking questions

Teacher Resource
• Agricultural Background Information

Materials Needed
• Pyramid Go Fish – cut along dotted lines and laminate for long-term use

Handouts
• From Farm to Table
• At the Farm

Focus
Sing the Old McDonald song with students. Ask students if they know that all of their food comes from a farm.

Teacher Input
Use the MyPyramid Go Fish cards to demonstrate different types of foods. Ask students where each food comes from. For example, milk comes from a cow (not from the grocery store); eggs come from chickens (hens). Continue with this activity for all of the cards. For each food, discuss its color, size, shape and texture. Use the Agricultural Background Information teacher resource to discuss the agricultural origins of food.
Practice and Assessment
Distribute and instruct students to complete the *From Farm to Table* and *At the Farm* handouts.

Additional Activities
Plan various field trips for students. See table below for ideas.

<table>
<thead>
<tr>
<th>Farmers' Markets</th>
<th>Tour a farmers’ market to take in all the sights, smells and tastes of fresh produce.</th>
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</thead>
<tbody>
<tr>
<td>Farms and Farm Stands</td>
<td>Tour a farm or visit a farm stand to take in all the sights, smells and tastes of farm fresh foods. Ask the farmer to talk about the crops or livestock that he/she raises and how the food gets from the farm to us.</td>
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<tr>
<td>Grocery Stores</td>
<td>Arrange to tour the produce section of a local grocery store. Meet a store manager and have him/her highlight the produce and dairy sections. Sample something new and different as part of the tour.</td>
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</tbody>
</table>
Pyramid Go Fish Instructions

Getting Ready
Print copies of the Pyramid Go Fish food cards. At least two sets of cards are needed for a class of 25 students; one set is adequate for a class of 10 – 12 students. Cut out the cards along the dotted lines. To make the cards sturdier, print onto card stock, laminate the cards, or paste the printed cards onto index cards or playing cards.

Playing Pyramid Go Fish
● Divide the students into groups of four.

● Give each group 30 cards.

● The dealer shuffles the cards and deals out four cards to each student, and places the rest in the middle.

● The first student (let’s call him Michael) asks the student sitting to his left, “Kayla, do you have a fruit?” If Kayla has a fruit she says, “Yes, I do,” and hands it to Michael, who then places his pair on the table. Michael is then able to ask the next student a question.

● If Kayla doesn’t have a fruit, she replies, “No I don’t have a fruit. Go fish,” and Michael can take a card from the pile in the middle. It is then Kayla’s turn to ask the student on her left for a card. The students continue to ask questions and match cards until all the pairs are found.

● The student with the most pairs wins.
Meat & Beans
Black Bean Soup

Fruits
Blueberries

Vegetables
Broccoli

Grains
Brown Rice

Grains
Brownie

Fruits
Pears

Fruits
Pineapple

Fruits
Cantaloupe
Milk
- Strawberry Milk
- Fat Free Milk
- Whole Milk
- Milkshake

Vegetables
- Mixed Vegetables

Grains
- Animal Crackers
- Oatmeal

Fruits
- Orange Juice
- Orange Slices
<table>
<thead>
<tr>
<th>Grains</th>
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<th>Meat &amp; Beans</th>
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<tr>
<td>Pancakes</td>
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<td>Peaches</td>
<td>Peanuts</td>
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<tr>
<td>Fruits</td>
<td>Vegetables</td>
<td>Grains</td>
<td>Meat &amp; Beans</td>
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<tr>
<td>Pear</td>
<td>Peas &amp; Carrots</td>
<td>Popcorn</td>
<td>Pork Chop</td>
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</tbody>
</table>
Grains
Soft Pretzel

Vegetables
Spinach Salad

Meat & Beans
Steak

Vegetables
Steak Fries

Fruits
Strawberries

Milk
String Cheese

Vegetables
Summer Squash

Vegetables
Baked Sweet Potato
Grains

Waffles

Fruits

Watermelon

Grains

Whole Wheat Bagel

Grains

Whole Wheat Crackers
From Farm to Table

Draw a line from the picture of the food to the plant or animal it comes from.

Name_____________________________
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At the Farm
Count and write the number

1. _____ trees
2. _____ bugs
3. _____ tractors
4. _____ barn
5. _____ carrots
6. _____ trucks

Name_____________________________