

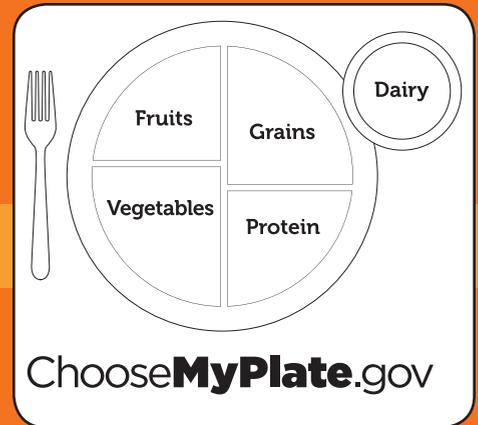
3rd
Grade

Shaping Up My Choices



Name

My Nutrition Workbook





Pre-Assessment

1. Circle the letter that indicates the correct group for each food.

- D** Dairy
- V** Vegetables
- F** Fruits
- G** Grains
- P** Protein
- e** "extras"



Broccoli

D **V** **F** **G** **P** **e**



Doughnut

D **V** **F** **G** **P** **e**



Popcorn

D **V** **F** **G** **P** **e**



Beans

D **V** **F** **G** **P** **e**



Yogurt

D **V** **F** **G** **P** **e**



Mango

D **V** **F** **G** **P** **e**



Chicken

D **V** **F** **G** **P** **e**



Cereal

D **V** **F** **G** **P** **e**

2. What are the health benefits of the following key nutrients of foods? Draw a line from the nutrient to the health benefit.

Calcium	Strong muscles
Vitamin A	Healing
Vitamin C	Strong bones and teeth
B-vitamins	Energy
Protein	Healthy skin and eyes

3. Do you look at the Nutrition Facts label on foods?

- I don't know what that is.
- I don't look at labels.
- I know how to use a label to choose food.

4. What should you look at on the Nutrition Facts label?

- Added sugars
- Fiber
- Key nutrients
- All of the above

5. Which food would you add to make this breakfast more balanced?



- Ham
- Bagel
- Orange slices
- It is already balanced.

6. What could happen if you skip breakfast?

- Headache or stomachache
- Unable to listen in class
- Less energy for play
- All of the above

7. Which food group is missing?



- Dairy
- Vegetables
- Fruits
- Grains
- Protein

8. Where is food **not** grown?

- Vine
- Orchard
- Grocery store
- Farm

9. Choose the food that does **not** come from a farm:

- Artichokes
- Fruit punch
- Grapes
- Rice



What's on MyPlate?

1. Look at the **MyPlate** icon on the cover of your workbook.
2. Compare the MyPlate icon on the cover of your workbook to the **My Food Groups** chart on Page 7. Notice that the names of the 5 food groups on the **My Food Groups** chart are the same as the names of each section of your MyPlate. Just like the **My Food Groups** chart, MyPlate foods are grouped by name and color to help you choose healthy foods. Foods in each section have the same key nutrients to keep your body healthy.
3. Color your MyPlate sections one at a time with the correct food-group color from the **My Food Groups** chart on Page 7.
4. On the tray, draw your favorite lunch food or beverage from each food group. Put one food or beverage from the food groups in each section on the tray.

What I Learned

1. What will you think about the next time you choose a food or beverage? Use the MyPlate icon or the **My Food Groups** chart to explain your answer.

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2. Look at the tray and your food choices on the front cover. List 3 foods and write the food group in which they belong.

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3. List 2 "extra" snack foods that you will plan to exchange for healthier choices. Complete the sentence for both "extra" snack foods: I will exchange ____ for ____.

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LESSON 1



FOOD-GROUP FUN

Family Connection

Name: _____

Return by: _____

Dear Family Member,

My class is starting a program to learn about healthy eating and physical-activity choices. I will be learning to:

- build balanced meals using a food grouping system.
- name the key nutrients of each food group.
- read the Nutrition Facts label on food packages.

I will also learn about:

- why breakfast is important.
- how to choose healthy beverages and snacks.
- food systems and where food comes from.

I will bring activities home that we can do together. At the end of the program, I will bring home a student workbook to show you what I learned about good nutrition and physical activity.

One thing my family is excited to learn about making healthy food choices is:

.....

.....



Sincerely,

Student name: Family Member Signature:

You are an essential part of your child's good health! Post the following on your refrigerator as a reminder of healthy food choices. Write in 2 foods from each food group that you can add to your shopping list.




Dairy
Get your calcium-rich foods



Vegetables
Vary your veggies



Fruits
Focus on fruits



Grains
Make half your grains whole



Protein
Go lean on protein

.....

.....

The nutrition information in this program is based on the Dietary Guidelines for Americans, as reflected in the USDA's MyPlate food icon.

For more information about good health for your child and your family, as well as for delicious and nutritious recipes that you can prepare together, visit HealthyEating.org/SUMC.



Nombre: _____

Fecha de entrega: _____

Querida familia, en mi grupo de la escuela comenzamos un programa para aprender a alimentarnos sanamente y conocer las opciones de actividad física que tenemos. Voy a aprender:

- a balancear mis comidas con un sistema de agrupación de alimentos.
- a nombrar los nutrientes principales de cada grupo alimenticio.
- a leer las etiquetas de Datos Nutricionales que tienen los alimentos empaquetados.



También aprenderé:

- por qué el desayuno es importante
- cómo elegir bebidas y bocadillos saludables.
- los sistemas alimentarios y de dónde vienen los alimentos.

Traeré a casa actividades que podemos hacer juntos. Al final del programa traeré a casa un cuaderno de trabajo, para mostrarles lo que aprendí sobre la buena nutrición y la actividad física.

Una cosa que mi familia está emocionada de aprender sobre cómo elegir alimentos saludables es:

.....

.....

Atentamente,

Nombre del estudiante: Firma del miembro de la familia:

¡Usted es parte esencial de la buena salud de su hijo(a)! Pegue la parte de abajo en su refrigerador para que recuerden elegir alimentos saludables. Escriba 2 alimentos de cada grupo alimenticio que puede agregar a su lista de compras.




Lácteos
Incluya alimentos ricos en calcio



Vegetales
Varíe los vegetales



Frutas
Enfóquese en las frutas



Granos
Procure que la mitad de los granos sean integrales



Proteína
Prefiera la proteína magra

.....

.....

La Datos Nutricionales de este programa se basan en la Guía Dietética para los Americanos, como lo refleja el ícono de alimentos MiPlato del USDA.

Para obtener más información sobre la buena salud de su hijo y su familia, así como recetas deliciosas y nutritivas que pueden preparar juntos, visite **HealthyEating.org/SUMC**.



My Food Groups

Dairy

Milk, Yogurt, Cheese



Milk



Yogurt



Cheese



Chocolate milk



String cheese



Cottage cheese



Smoothie

Vegetables



Broccoli



Asparagus



Bell peppers



Corn



Avocado



Carrots



Spinach



Tomatoes



Sweet potatoes

Fruits



Strawberries



Apple



Banana



Blueberries



Orange juice



Watermelon



Grapes



Mango



Pear

Grains

Breads, Cereals, Pasta



Cereal



Tortillas



Rice



Bread



Pasta



Popcorn



Crackers



Bagel



Oatmeal

Protein

Meat, Beans, Nuts



Tuna



Eggs



Hamburger



Nuts



Chicken



Tofu



Beans



Salmon



Pork chops

"extras"



Salad dressing



Chips



Candy



Ketchup



Cookies



Soft drink



Key Nutrients

1. Write the name of the food group, the main nutrient, and the reason the nutrient is needed for each food and beverage shown.
2. If the food or beverage is an "extra," draw an **X** through the picture and leave the lines below blank.
3. Turn to the **Key Nutrients and Reasons Needed** chart on Page 10 to help you complete the activity.



Kale

Food Group	Vegetables
Key Nutrient	Vitamin A
Reason Needed	Healthy skin and eyes



Bell peppers

Food Group	
Key Nutrient	
Reason Needed	



Grapes

Food Group	
Key Nutrient	
Reason Needed	



Soft drink

Food Group	
Key Nutrient	
Reason Needed	



Milk

Food Group	
Key Nutrient	
Reason Needed	



Bread

Food Group	
Key Nutrient	
Reason Needed	



Black beans

Food Group	
Key Nutrient	
Reason Needed	



Compare the Nutrient Facts

Look at the information on the Nutrition Facts labels below. Locate the amounts on the labels for vitamin D, calcium, iron, potassium, and protein.

Low-fat milk



Nutrition Facts	
4 servings per container	
Serving size	1 cup (245g)
Amount per serving	
Calories	105
% Daily Value*	
Total Fat 2.5g	4%
Saturated Fat 1.5g	8%
<i>Trans Fat</i> 0g	
Cholesterol 15mg	5%
Sodium 130mg	5%
Total Carbohydrate 13g	4%
Dietary Fiber 0g	0%
Total Sugars 12g	
Includes 0g Added Sugars	0%
Protein 8g	
Vitamin D 2.5mcg	25%
Calcium 300mg	30%
Iron 0.12mg	0%
Potassium 397mg	10%
<small>*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Soft drink



Nutrition Facts	
1 serving per container	
Serving size	1 bottle
Amount per serving	
Calories	140
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 45mg	2%
Total Carbohydrate 39g	14%
Dietary Fiber 0g	0%
Total Sugars 39g	
Includes 39g Added Sugars	78%
Protein 0g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 0mg	0%
Potassium 0mg	0%
<small>*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Which beverage is healthier? Explain your answer to a friend using the Nutrition Facts label.

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Key Nutrients and Reasons Needed

Food Group		Key Nutrients	Why Your Body Needs Them
Dairy Milk, Yogurt, Cheese		Calcium Vitamin D	 Strong bones and teeth
Vegetables		Vitamin A Potassium	 Healthy skin and eyes
Fruits		Vitamin C Potassium	 Healing
Grains Breads, Cereals, Pasta		B-vitamins Fiber	 Energy
Protein Meat, Beans, Nuts		Protein Iron	 Strong muscles
"extras"		No nutrients	No health benefits



Name: _____

Return by: _____

In class your child is learning about nutrients and where to find these nutrients on the Nutrition Facts label. The Nutrition Facts label is a tool to help make decisions about the foods and beverages chosen for a snack or meal.

1

Check the serving size

The label shows you the amount in a serving, not the whole package.

3

Watch out for added sugars

Choose foods with more nutrients and fewer added sugars.

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160 mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

2

Consider the calories

To find out what your target calories per day are, visit choosemyplate.gov/myplate-plan-calculator.

4

Make nutritious choices

Calcium builds strong bones.

Potassium helps lower blood pressure.

Fiber helps you stay full.

Student, ask each member of your family to look in your refrigerator or pantry for snack foods that have the Nutrition Facts label. Challenge everyone to guess which foods are **high** or **low** in key nutrients: fiber, protein, vitamin D, calcium, iron, and potassium.

Tip: To determine if a nutrient is *high* or *low* on a label, use the 5/20 Rule—5 percent Daily Value (DV) or less is *low*; 20 percent DV or more is *high*.

Make a family list of snack foods that are high in nutrients. (If you need ideas, go to HealthyEating.org/Snacks.) Share this list with your class.

For more information about the Nutrition Facts label, go to Healthyeating.org/Blog/Article/3313



En clase, su hijo(a) está aprendiendo sobre los nutrientes y dónde encontrarlos en la etiqueta de Datos Nutricionales. La etiqueta de Datos Nutricionales es una herramienta para ayudar a tomar decisiones sobre los alimentos y bebidas entre comidas y en las comidas.

1

Revise el tamaño de la porción

La etiqueta le muestra la cantidad que contiene una porción, no todo el paquete.

3

Cuidado con los azúcares agregados

Elija alimentos con más nutrientes y menos azúcares agregados.

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160 mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

2

Tome en cuenta las calorías

Para saber las calorías por día que son recomendable para usted, visite choosemyplate.gov/myplate-plan-calculator.

4

Tome decisiones nutritivas

El calcio desarrolla huesos fuertes.

El potasio ayuda a disminuir la presión arterial.

La fibra ayuda a mantenerse lleno.

Estudiante, pídele a cada miembro de tu familia que busque en el refrigerador o en la despensa bocadillos que tengan la etiqueta de Datos Nutricionales. Desafía a todos a adivinar cuáles de esos alimentos tienen **muchos** o **pocos** nutrientes principales: fibra, proteína, vitamina D, calcio, hierro y potasio.

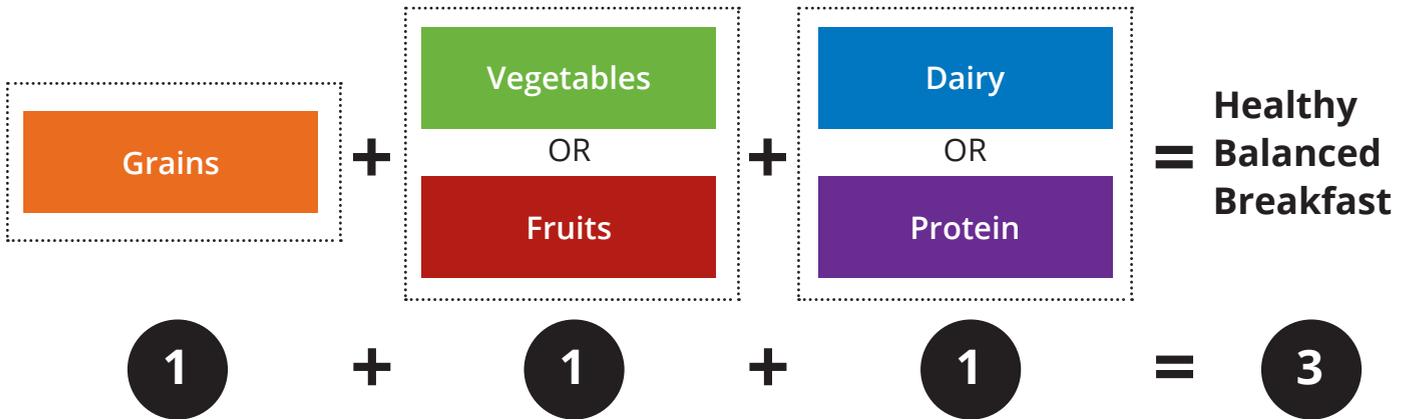
Consejo: se puede determinar si un alimento tiene *mucho* o *poco* de un nutriente con la Regla 5/20: si su porcentaje de Valor Diario (%VD) es de 5 o menos, su contenido *es bajo*; si es de 20 o más, *es alto*.

Con tu familia, haz una lista de bocadillos ricos en nutrientes. (*Si necesitas ideas, visita HealthyEating.org/Snacks*.) Comparte la lista con tu grupo en la escuela.

Para obtener más información sobre la etiqueta de Datos Nutricionales, visite HealthyEating.org/Blog/Article/3313



"3 out of 5" Breakfast Model



1. For each breakfast below, circle the letter for each food group in the picture.
2. If the breakfast is balanced, circle the picture and write "balanced."
3. If the breakfast is not balanced, write the name of a food to make it balanced.
4. Turn to the **My Food Groups** chart on Page 7 to help you complete the activity.



Yogurt parfait

G V OR F D OR P



Oatmeal with milk

G V OR F D OR P



Whole-wheat breakfast sandwich

G V OR F D OR P



BREAKFAST BLAST

Create a "3 out of 5" Breakfast

1. Create two "3 out of 5" balanced breakfast meals for your school cafeteria. They can be mixed breakfast foods. See examples of breakfast foods below.
2. Create fun names for your breakfast ideas. For example: Big Bad Bean Burrito.
3. Share your breakfast ideas with the class. Explain how each breakfast fits in the "3 out of 5" model.

Breakfast Name	Grains	Vegetables	Dairy
		OR	OR
		Fruits	Protein
1.			
2.			

Breakfast Foods

Grains	Vegetables	Fruits	Dairy	Protein
Whole-wheat toast	Lettuce	100% Fruit juice	Yogurt	Sausage
Bagel	Salsa	Oranges	Low-fat milk	Eggs
English muffin	Mushrooms	Kiwi	Cottage cheese	Peanut butter
Cereal	Green and red peppers	Strawberries	Cheese	Ham
French toast				



Healthy Breakfast

1. Fill in the blanks in the paragraph below. Choose words from the list in the box to the right. There will be some words in the list that are not used.

It is important for me to have a healthy breakfast every morning so that I get the I need for my body to grow strong.

If I skip breakfast, sometimes I feel and find it hard to

A balanced breakfast is one that contains out of the 5 food groups.

The groupings are Fruits OR ; ; and OR Protein.

Sometimes, breakfast foods are called when they contain foods from more than one

Possible Answers

- 4
- excited
- Vegetables
- mixed foods
- tired
- think
- 3
- food group
- nutrients
- Dairy
- Grains

2. Write a paragraph describing a healthy, balanced breakfast using the "3 out of 5" model as your guide. Explain why your breakfast is balanced. Provide reasons to support your answer.

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Find the Facts

1. Look at the information on the 2 labels—chocolate bar and edamame.
2. Circle the amount of added sugars and dietary fiber on each label.
3. Fill in the blanks to complete the sentence with the correct symbol < = > or words "less than," "equal to," or "greater than."



Chocolate bar

Nutrition Facts	
8 servings per container	
Serving size	5 pieces (43g)
Amount per serving	
Calories	190
% Daily Value*	
Total Fat 7g	9%
Saturated Fat 5g	25%
<i>Trans</i> Fat 0g	
Cholesterol 10mg	3%
Sodium 60 mg	3%
Total Carbohydrate 30g	11%
Dietary Fiber 0g	0%
Total Sugars 26g	
Includes 26g Added Sugars	52%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 0mg	0%
Potassium 0mg	0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.



Edamame

Nutrition Facts	
8 servings per container	
Serving size	1 cup (155g)
Amount per serving	
Calories	189
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 1g	5%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 9mg	0%
Total Carbohydrate 15g	5%
Dietary Fiber 8g	32%
Total Sugars 3.4g	
Includes 0g Added Sugars	0%
Protein 17g	
Vitamin D 2mcg	0%
Calcium 260mg	9%
Iron	19%
Potassium 676mg	19%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

The amount of added sugars in a chocolate bar is the amount of added sugars in a package of edamame.

The amount of dietary fiber in a chocolate bar is the amount of fiber in edamame.

What I Learned

List the reasons why you choose one food instead of another.

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How can you make food choices that are healthy for your body by reading food labels?

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Healthy Snack Choices

1. Look at the snacks shown below. Some of the snacks are from food groups and some are "extras."
2. On the first line below each picture, write the name of the food group for each food.
3. If the food is an "extra," cross out the picture and write the name of a more nutritious food. Write the name of the food group for your new snack choice.
4. Turn to the **My Food Groups** chart on Page 7 to help you complete the activity.

Dairy

Vegetables

Fruits

Grains

Protein



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There's a Cow Loose in the Cafeteria

My friend Camila and I race out of class to the cafeteria for lunch. I can't wait to get out to recess, but as usual, we have to sit in the cafeteria and eat for a minimum of 10 minutes. You would be amazed at how quickly I can eat my lunch: turkey sandwich, chips, and a cookie.

Question: Does this lunch have a food from all the food groups? If not, what is missing?

.....

I never really think about what I'm eating at lunch and just race Camila to see who can finish first and get out to the playground. It's important to be the first kid to the field and grab the only soccer ball that isn't flat!

Question: Why is the narrator wrong to rush eating his lunch?

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Today something was different when I walked into the cafeteria. On the opposite side of the gym and across from where we pick up our food was a big, black and white cow. She was standing in front of a wheelbarrow full of grass, munching away, not even paying attention to the kids pouring into the lunchroom. A hush fell over everyone as they entered the cafeteria. It was so cool and kind of relaxing to watch the cow slowly eat her lunch, her big jaws chewing and chewing. Patting the cow and talking quietly to her was a man with a straw hat. I've never seen a roomful of kids get so quiet! Giving the cow plenty of space, we gathered around, and the man started talking. He introduced Mabel and mentioned that she was his dairy cow.

"I'm Farmer Luis, Mabel's owner, and I've come from my dairy to let you try the milk and cheese that my cows produce. We usually send most of our products to the local markets, but today we decided to bring them straight to you."

Farmer Luis had a game set up on a nearby table. He had a small model of his farm on top of the table, complete with toy cows, sheep, and chickens. A smaller plastic version of Mabel was hooked up to what Farmer Luis described as a milking machine. The machine hose was hooked up to the udder of the toy cow. There was an interesting truck next to the milking machine that looked like a refrigerator on wheels.

Instead of immediately explaining how the cow was milked, Farmer Luis said to look at the farm model and try to guess how milk gets from "cow to cheese." Farmer Luis had questions written on the wall. If we got 3 out of 5 answers correct, we would get a small carton of either plain or chocolate milk. I'm always game for any challenge, and if I won my milk I wouldn't have to buy any today!



Together, answer Farmer Luis’s questions. Use the **Resource Sheet** on Page 20 and the **Glossary of Terms** on Page 24 for help.

What is an *udder*?

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How many times a day do dairy farmers milk their cows?

.....

.....

.....

What kind of truck is needed to transport milk? Why?

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What is *pasteurization*? Why is this a necessary step in the production of milk?

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Name 3 dairy foods that are made from milk.

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**Dairy Group: From Cow to Cheese**

- A mother cow makes **milk** and stores it in her udder.
- Dairy farmers milk their cows twice a day with a milking machine.
- Every day the milk leaves the farm in a refrigerated truck and goes to a **processing** plant.
- At the processing plant the milk is heated (pasteurized) to destroy germs, and then it is cooled.
- Milk is then put into cartons or turned into **cheese** and other dairy foods.

Vegetables Group: From Plant to Artichoke

- The farmer plants root cuttings or seeds in the ground.
- After a year, artichokes are ready to **harvest** by hand.
- If the artichoke is not harvested, it blossoms into a beautiful purple **flower**.
- Artichokes are a fun finger food: Eat by hand one **petal** at a time until you reach the fuzzy center.

Fruits Group: From Vine to Grapes

- Growers prune the woody grape **vine** to prepare it for the growing season.
- Grapes grow in **clusters** of green, black, and red varieties.
- Grapes are picked when they are soft, colorful, and **sweet**.

Grains Group: From Seed to Rice

- A **plane** drops seeds from the air into flooded rice fields at 100 miles per hour.
- Rice plants are harvested after 4 to 5 months using a big **machine**.
- At the mill, brown and white rice is dried, packed, and then transported to the store.
- Cooked rice in a California **sushi** roll is a nutritious snack.

Protein Group: From Tree to Almond

- Almonds grow on trees in **orchards**.
- Bees pollinate the pink and white blossoms on the trees.
- When the outer layer called the **hull** opens, a machine shakes the nuts off the tree.
- A sheller machine removes the hull and shell. We eat the almond **kernel**, and cows eat the hull.



Explore Food Systems

1. Use the **Resource Sheet** on Page 20 and work together in a group to develop a super sentence for each of the 5 food systems below. Use the pictures and words to help create your super sentences.
2. Write the group's super sentences on the lines below the pictures of each food system.
3. Discuss and agree on one food system to present to the class. (Use real foods, if the teacher provides them, in your presentation.)

Dairy Group: From Cow to Cheese

milk



processing



cheese



Vegetables Group: From Plant to Artichoke

harvest



flower



petal



Fruits Group: From Vine to Grapes

vine



clusters



sweet



.....
.....

Grains Group: From Seed to Rice

plane



machine



sushi



.....
.....

Protein Group: From Tree to Almond

orchards



hull



kernel



.....
.....



Glossary of Terms

Lesson 1

Healthy – free from sickness; beneficial to the body.

Food group – a group of foods with similar nutrients.

Nutrients – the parts of a food that help the body grow strong, develop and stay healthy.

Key nutrients – the most important nutrients that come from a certain food group.

“extras” – foods that do not have enough nutrients to fit into one of the 5 food groups.

MyPlate – an icon used as a reminder to eat foods from the 5 food groups.



Lesson 2

Physical activities – activities that cause a faster heartbeat.

Nutrition Facts label – a table printed on the outside of food packages that tells about the calorie and nutrient content of the food inside.

Vitamins and minerals – substances in foods that the body needs to grow and work properly.

Vitamin D – a nutrient that helps the body store calcium and build strong bones and teeth.

Calcium – a mineral that helps build strong bones and teeth.

Iron – a mineral that helps keep blood healthy.

Potassium – a mineral that helps keep bones and heart healthy.



Lesson 3

Mixed foods – those foods that contain more than one food group.

“3 out of 5” model – a balanced breakfast plan that includes 3 of the 5 food groups: Grains; Vegetables OR Fruits; Dairy OR Protein.

Balanced – to eat foods from different food groups.



Glossary of Terms



Lesson 4

Low-level physical activity – activity that does not make the heart beat fast. Examples include sitting or walking at a slow pace.

Moderate-level physical activity – activity that makes the heart beat faster. Examples include walking at a fast pace or biking.

Vigorous-level physical activity – activity that makes the heart beat very fast. Examples include running, swimming, or jumping rope.

Energy – power or the ability to be active; foods (like fuel) are changed into energy to make bodies run.

Hydrate – drinking enough liquids to replace the sweat lost through activity and to prevent feeling thirsty.

Added Sugar – a substance that is added to foods to make them taste sweeter.

Dietary fiber – a substance found in plant foods that helps move food through the body and helps keep the heart healthy.

Whole-grain – containing dietary fiber and important vitamins and minerals.



Lesson 5

Farmer – a person who makes a living raising animals or food crops.

Food system – all the steps and people involved in getting food to homes or schools so it can be eaten.

Udder – a part of a female cow (and other mammals) that delivers milk to a nursing calf.

Pasteurization – a process where milk (or another beverage) is heated to kill germs in the liquid.

Processing plant – a building where foods such as milk, juice, fruits, vegetables, and nuts are cleaned, sorted, and packaged to be sold.

Harvest – the process of gathering any kind of food grown in fields or orchards.

Hull – the outer covering of the almond—used as food for cows.

Kernel – the inside of the almond, which is the part people eat.



Post-Assessment

1. Circle the letter that indicates the correct group for each food.

D Dairy
V Vegetables
F Fruits
G Grains
P Protein
e "extras"



Broccoli

D **V** **F** **G** **P** **e**



Doughnut

D **V** **F** **G** **P** **e**



Popcorn

D **V** **F** **G** **P** **e**



Beans

D **V** **F** **G** **P** **e**



Yogurt

D **V** **F** **G** **P** **e**



Mango

D **V** **F** **G** **P** **e**



Chicken

D **V** **F** **G** **P** **e**



Cereal

D **V** **F** **G** **P** **e**



Post-Assessment

2. What are the health benefits of the following key nutrients of foods? Draw a line from the nutrient to the health benefit.

Calcium	Strong muscles
Vitamin A	Healing
Vitamin C	Strong bones and teeth
B-vitamins	Energy
Protein	Healthy skin and eyes

3. Do you look at the Nutrition Facts label on foods?

- I don't know what that is.
- I don't look at labels.
- I know how to use a label to choose food.

4. What should you look at on the Nutrition Facts label?

- Added sugars
- Fiber
- Key nutrients
- All of the above

5. Which food would you add to make this breakfast more balanced?



- Ham
- Bagel
- Orange slices
- It is already balanced.

6. What could happen if you skip breakfast?

- Headache or stomachache
- Unable to listen in class
- Less energy for play
- All of the above

7. Which food group is missing?



- Dairy
- Vegetables
- Fruits
- Grains
- Protein

8. Where is food **not** grown?

- Vine
- Orchard
- Grocery store
- Farm

9. Choose the food that does **not** come from a farm:

- Artichokes
- Fruit punch
- Grapes
- Rice



Name: _____

Return by: _____

Children love to share what they learn in school with their families, especially when the topic is nutrition. Reinforce nutrition messages at home by practicing the skills your child learned in class.

1. Ask your child to show you his/her completed student workbook. Ask your child to share what he/she has learned.
2. Review the Post-Assessment with your child. Have your child complete the questions if it was not done in class.
3. Together, write one goal to make healthy eating choices at home.

Our family's healthy eating goal is:

.....

.....

.....

.....

Encourage your child to plan and prepare meals at home. Start with this easy and fun recipe!

Apple Bagel Sandwich

Enjoy a unique blend of flavors—Cheddar cheese, green apples, and cinnamon—for a satisfying breakfast or midday snack.

Total preparation time: less than 15 minutes.
Cook time: less than 15 minutes. Serves 1.



Ingredients:

- ½ whole-wheat Bagel
- 1 slice Cheddar cheese
- 1 Apple
- a dash of Cinnamon

Preparation:

1. Slice apple into round apple slices.
2. Put the slice of cheese on the top of the bagel, then place the apple slice(s) on top of the cheese and sprinkle some cinnamon on top of the apple.
3. Place bagel on a cookie sheet and bake at 350 degrees for 5 to 10 minutes or until cheese is melted.



Nombre: _____

Fecha de entrega: _____

A los niños les encanta compartir con su familia lo que aprenden en la escuela, especialmente cuando se trata de la nutrición. Refuerce los mensajes de nutrición en casa practicando las habilidades que su hijo(a) aprendió en clase.

1. Pídale a su hijo(a) que le muestre su Cuaderno de Trabajo ya terminado. Pídale a su hijo(a) que comparta lo que ha aprendido.
2. Revise la Post-Evaluación con su hijo(a). Haga que su hijo(a) complete las preguntas si no lo hizo en clase.
3. Juntos, escriban un objetivo para tomar decisiones alimenticias saludables en el hogar.

El objetivo de nuestra familia para alimentarnos sanamente es:

.....

.....

.....

.....

Anime a su hijo a planificar y preparar comidas en casa. ¡Comience con esta receta fácil y divertida!

Sándwich de manzana en bagel

Disfruten de una combinación única de sabores (queso Cheddar, manzanas verdes y canela) para un desayuno saludable o un bocadillo para el medio día.

Tiempo total de preparación: menos de 15 minutos. Tiempo de cocción: menos de 15 minutos. Porciones: 1.



Ingredientes:

- ½ Bagel de trigo integral
- 1 rebanada de queso Cheddar
- 1 Manzana
- una pizca de Canela

Preparación:

1. Corta la manzana en rodajas.
2. Coloca la rebanada de queso sobre el bagel, luego la(s) rebanada(s) de manzana encima del queso y espolvorea un poco de canela encima de la manzana.
3. Coloca el sándwich en una bandeja para hornear galletas y hornéalo a 350 grados de 5 a 10 minutos o hasta que el queso se derrita.

This program, brought to you by Dairy Council of California, aligns with the Dietary Guidelines for Americans.

