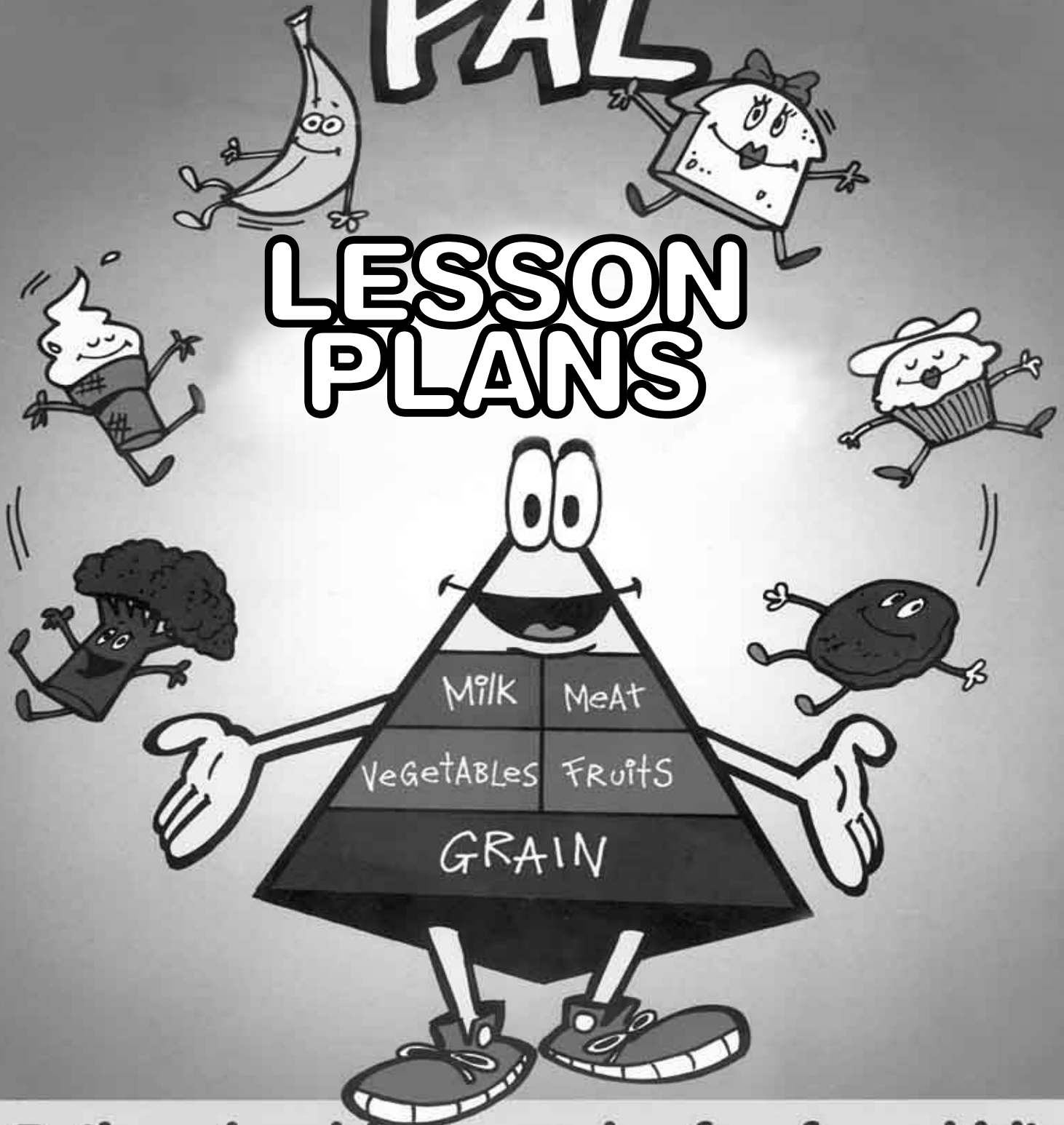


# PYRAMID PAL

## LESSON PLANS



**Eating should always be fun for a kid!**

## Dear Teacher

We hope this Pyramid Pal nutrition education lesson plan guide will help you teach your students healthy eating habits. The length of this unit is 7 weeks, though it can be taught over 3 to 4 weeks, (i.e. 2 books per week) if necessary. Each lesson is approximately 30-45 minutes in length, not including homework. We suggest the following:

1. To start off each lesson, pose the following questions based on the material that will be discussed that day in the corresponding book. These questions can be done either orally or written.

### Questions of the Day

- Describe a nourishing breakfast, lunch, and/or dinner.
  - What are some of the reasons why healthy foods are good to eat?
  - Name foods that belong in the food group being taught that day.
  - Which food group is your favorite and why?
  - How many servings should you eat from each food group?
  - Why should you avoid eating too many sweets?
2. All follow-up activities can be implemented as a whole class project, in small groups, with partners or individually either in class or as homework.
  3. Each lesson plan comes with 5 spelling/vocabulary words that would be helpful to have listed on the board before the lesson begins. These words should be reviewed before and after the lesson. The words can be looked up with partners or individually and incorporated into the weekly spelling list.
  4. You may want to have an assessment evaluation after each book or the entire unit. (Spelling Test, Questions of the Day, Comprehension Questions)
  5. The following activity handouts are included to use at your discretion to motivate your students: My Food Journal, Plants or Animal, Word Search.

# The Beginning

## Objective

Introduce students to the Food Guide Pyramid as a guide to help them make healthy food choices, why it is in the shape of a pyramid and the importance of eating healthy balanced diet.

## Presenting the Concept

- Discuss what students eat in a typical day and whether or not they think they are making healthy food choices.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content.

## Follow-up Activities

- Have students make a list of everything they have eaten that day or prior day. Discuss their favorite foods and identify the food group in which each food belongs.
- Using their favorite character from the book, have students write a short imaginative story about the character's life.
- Have students write 3 sentences about how they feel in school when they are hungry and have not eaten breakfast or lunch. What happens to their body? How are their thinking skills different? Do they feel alert or tired?
- Give students a food journal for them to keep track of what they have eaten for breakfast, lunch, and dinner on a daily basis during part of or the entire nutritional unit.

## Spelling/Vocabulary Words

6. Choice
7. Healthy
8. Lesson
9. Pyramid
10. Adventure

# Grains

## Objective

Introduce students to the importance of grains in their diet, the nutritional benefits of grains and the number of servings per day recommended.

## Presenting the Concept

- Teacher writes 5 vocabulary words on the board and students discuss any knowledge they have of the words before reading the book.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content, specifically looking at carbohydrates and the role they play in providing energy. Students may also discuss their favorite choices from this food group.

## Follow-up Activities

- Have students list their favorite foods from this group.
- Have students come up with as many examples as they can think of to fit into the following categories: breads, cereals, pasta and rice.
- Have students choose their favorite character from the book and draw a picture and write a poem about the character.

## Spelling/Vocabulary Words

- Grain
- Pasta
- Bread
- Cereal
- Fiber

# Vegetables

## Objective

Introduce students to the importance of vegetables in their diet, the nutritional benefits of vegetables and the number of servings per day recommended.

## Presenting the Concept

- Teacher writes 5 vocabulary words on the board and students discuss any knowledge they have of the words before reading the book.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content, specifically looking at benefits of vegetables to the human body in healing cuts and bruises, improving eye sight and keeping insides clean.

### Follow-up Activities

- Have students list their favorite vegetables and how they like to eat them...raw or cooked.
- Create a collage from magazines, newspapers, or students' own drawings of all the vegetables they can think of and label them.
- Create a recipe using at least 2 of their favorite vegetables, i.e. veggie pizza, veggie stir-fry, raw vegetable tray with dip.
- Have each student pick their favorite vegetable and discuss what they like about the vegetable and why.

### Spelling/Vocabulary Words

- Vegetable
- Delight
- Spinach
- Fresh
- Carrot

# Fruits

## Objective

Introduce students to the importance of fruits in their diet, the nutritional benefits of fruits and the number of servings per day recommended.

## Presenting the Concepts

- Teacher writes 5 vocabulary words on the board and students discuss any knowledge they have of the words before reading the book.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content, specifically looking at the healthy benefits of fruit, the vitamins they provide and how they can be used as a healthy dessert choice.

### Follow-up Activities

- Have students list their favorite fruits and discuss why.
- Choose 6 fruits and have students describe their color, texture, taste, size, and how they grow, i.e. on a tree, bush, or ground plants.
- Have students write a short story using at least 2 characters from the book and including information they have learned from the book and class discussion.
- Assign each student a cut-up fruit to be brought in and used to make a fruit salad the following day.

## Spelling/Vocabulary Words

- Fruit
- Natural
- Banana
- Treat
- Grape

# Milk

## Objective

Introduce students to the importance of dairy in their diet, the nutritional benefits of dairy and the number of servings per day recommended.

## Presenting the Concept

- Teacher writes 5 vocabulary words on the board and students discuss any knowledge they have of the words before reading the book.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content, specifically looking at the importance of calcium and choosing dairy products that are low in fat.

## Follow-up Activities

- Have students list their favorite dairy foods and discuss which ones are low-fat dairy foods and which ones are high-fat dairy foods.
- Have students choose a dairy product they eat at home, (i.e. ice cream, yogurt, cheese, etc.) and list the first 5 ingredients written on the container and the percentage of fat in the product.
- Create a new flavor of ice cream that might be found on another planet. Give it a name, list its ingredients, and draw a picture to go along. Be creative and include its taste, color, texture, etc.
- Discuss examples of various dairy products and how they are made i.e. cheese, ice cream, etc.

## Spelling/Vocabulary Words

- Dairy
- Refrigerator
- Yogurt
- Cheese
- Melt

# Meat, Poultry, Fish

## Objective

Introduce students to the importance of foods from this group in their diet, the nutritional benefits of these foods and the number of servings per day recommended.

## Presenting the Concept

- Teacher writes 5 vocabulary words on the board and students discuss any knowledge they have of the words before reading the book.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content, specifically looking at what benefits foods in this group provide and how important protein is to growth. Discuss examples of meat, fish, poultry, nuts, beans and eggs.

## Follow-up Activities

- Have students list their favorite foods from this group and discuss the different ways these foods can be prepared.
- Categorize animals by Grazing animals, Flying animals, or Swimming animals. List as many examples as possible. Discuss the natural habitats where these animals are found.
- Create a bean art collage using a variety of dried beans. Have students glue beans onto construction paper in the shape of a meat animal, a fish, or poultry. Discuss foods from plants in this group.
- Create 3 dinner menus selecting a meat, fish and poultry as the main course, and include a vegetable serving, a grains serving, and a fruit selection as dessert. May also include a vegetarian option.

### Spelling/Vocabulary Words

- Steak
- Chicken
- Complete
- Salmon
- Peanut



# Sweets

## Objective

Make students aware of the importance of eating foods in this book sparingly and which foods make up this group.

### Presenting the Concept

- Teacher writes 5 vocabulary words on the board and students discuss any knowledge they have of the words before reading the book.
- Teacher reads book aloud while students follow along in their own coloring book.
- Teacher evaluates comprehension and critical thinking on content of book by having a brief discussion on its content, specifically looking at what “Empty Calories” mean. Discuss what happens to bodies when too many foods in this category are eaten. Also discuss what sweets the students enjoy, which ones are better choices than others.

### Follow-up Activities

- Have students list what foods from this book they like to eat. Discuss better substitutes for some of these foods. What low-fat snacks could be substituted for high-fat, high-calorie foods? Example: non-fat frozen yogurt vs. ice cream, crackers or pretzels vs. chips.
- Have the students list reasons why candy, potato chips, soda, etc. should not be eaten in large amounts?
- Have students list their favorite sweets and record how many calories there are in one serving.

## Spelling/Vocabulary Words

- Sweets
- Calories
- Favorite
- Empty
- Snack

## WORD SEARCH

*The following words you have been studying are hidden in the puzzle below. They are either hidden horizontally or vertically. Good Luck!*

- |         |        |       |           |
|---------|--------|-------|-----------|
| Healthy | Energy | Sugar | Sweet     |
| Grain   | Oil    | Bread | Vegetable |
| Milk    | Snack  | Fruit | Apples    |
| Poultry | Meats  | Nuts  | Dairy     |

Bonus: Find the words Pyramid Pal!

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| V | A | H | E | A | L | T | H | Y | E | G | E |
| E | P | S | U | G | A | R | Y | T | F | U | N |
| G | P | F | R | U | I | T | M | E | A | T | S |
| E | L | G | R | A | I | N | B | R | E | A | D |
| T | E | K | I | N | P | E | E | N | U | T | Z |
| A | S | N | S | N | A | C | K | U | R | E | P |
| B | W | P | Y | R | A | M | I | D | O | N | A |
| L | E | S | P | O | U | L | T | R | Y | E | L |
| E | E | H | A | J | O | U | R | W | Q | R | A |
| E | T | E | D | A | I | R | Y | G | Q | G | G |
| L | M | I | L | K | L | G | E | A | I | Y | O |

