

## b. MyPlate 30 minutes



### Objectives

Use fraction names and symbols to describe MyPlate meals.



### Supplies

**For each student:** 1 9-inch paper plate; 1 4-inch paper plate; crayons or colored pencils; 1 stapler; *Choose MyPlate* page (page 45); 1 blank sheet of paper

Just as we plan to meet our plants' needs, we must also plan our meals to provide for our needs. Ask the questions below to guide the students in planning a meal that provides the right proportion of food groups and a variety of nutrients to meet our needs.

- ★ Why is it important to plan when and how to water, weed, and feed our garden? A plan helps us work together to complete all the garden tasks as often as needed. If we don't plan, we might run out of time or forget to water on a day that our plants need water. The plants could wilt and become unhealthy.
- ★ We know that if we do not plan, we might forget or run out of time to give our plants what they need.

Is it important to plan to provide for our own needs also?

Who in your house makes plans for meals?

Do you help decide what your family eats?



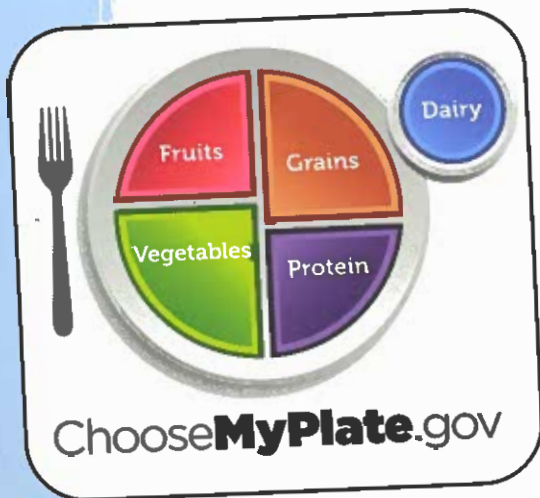
- ★ What should be on your plate at mealtime to make sure that you are eating all the nutrients your body needs? Foods from all the food groups

- ★ Display the *Choose MyPlate* page.

How does this plate help us get all the nutrients our bodies need? It helps us include all the food groups and eat the right amount from each group. If we include all of the groups, we're more likely to eat all the nutrients that our bodies need to be healthy.

- ★ What are some of the benefits we get from the different food groups? Protein foods build our muscles; grains provide energy and give us fiber to clean our digestive systems; vegetables and fruits provide vitamins and fiber; and dairy foods build our bones and teeth.

- ★ Give each student crayons, one 9-inch paper plate, and one 4-inch paper plate.



- ★ Fold the large paper plate into halves.
- ★ Then open the plate and draw a line down the crease.



The left half of this plate represents fruits and vegetables. The right half is for grains and proteins.

If half of your plate is grains and proteins, about what fraction of the whole plate is just proteins? *About  $\frac{1}{4}$*



- ★ Staple the small circular plate on the top right of the larger paper plate.

What food group does this group represent? *Dairy*

What are some examples of foods from this group? *Cheese, milk, and yogurt; it is good to choose low-fat or fat-free dairy foods*



- ★ On the back of your plate, write the following words: dairy, fruits, grains, protein, and vegetables.

Beside each food group, write one example of a healthful food that fits in that group.

- ★ Raise your hand when that's completed, and I will come make sure that you included all the groups. Then on the front of your plate, use the crayons to illustrate your tasty and healthy meal.

As the students finish their meals, encourage them to post their plates on the refrigerator at home. They can share MyPlate with their families and be reminded of healthy choices.

When the students have finished, divide them into groups of three or four to show their MyPlates to each other and explain why they made these choices.

### Optional extension: Growing further...

List the items on tomorrow's cafeteria lunch menu for the class. Lead them to a consensus on each item's place in one of the five food groups.

After lunch, bring a tray of food back to the classroom. Have the class color in a MyPlate graphic to show how much of the four food groups on the plate (fruit, grains, protein, vegetables) is represented in that meal. Then assign a fraction to each food group on the plate.

As a class, convert the data collected on the plate into a pie graph and bar graph.

Allow the students to work in partners to continue to collect data about their lunches through the next week. Challenge them to determine whether the cafeteria meals include all food groups each day.

