Dear Teacher,

Thank you for joining the crusade to help our children become more fit for learning™! In order to make this journey successful and fun, there are a few things you should know about this resource guide.

First, it is just that – a Resource Guide. This is not another curriculum for you to put on the shelf because you have too much other material to cover. Instead, you will find suggested activities and (most importantly) how those activities link to the California State Academic Content Standards. These are lessons you are probably already covering in your classrooms. The only difference you will see is that they now have a nutrition or physical activity focus.

Second, the main objective of this resource guide is to improve student’s health by providing an environment that supports and encourages healthy eating habits and increased physical activity. This objective was met by taking various nutrition and physical activity topics important for elementary school students and grouping them into nine different themes (one theme per month from September to May).

At a minimum, we simply ask that you hang the poster and the calendar of activities on a bulletin board the first day of every month. Many of the calendar activities are very simple and can be done by the students without taking up any class time. However, we should warn you that this may spark some interest in your students, and they may want to learn more!

Your next step should be to send a copy of the calendar and the Take Home Activities home with the students. Any healthy habits that your students pick up throughout the year will only continue if the whole family participates.

Complete participation would involve a gradual inclusion of these activities into your academic calendar. Again, these are not new things to teach, they are just healthy twists to what you have been teaching for years.

**ORGANIZATION OF THE RESOURCE GUIDE**

To make this resource guide easy to use, each month is set up the same and contains the following:

1. **Calendar** – You will find English on the front and Spanish on the back. We encourage you to post this calendar in your classroom. This provides you and your students small activities to do throughout the month to promote the given theme.

2. **Introduction** – This short paragraph simply explains the importance of the theme for that month.

3. **Main Objective** – The objective of the month is summarized into one or two simple sentences. These objectives are appropriate for students, teachers, principals, parents, and siblings!
4. **BACKGROUND** – A small amount of important background information is provided for each theme. While we do not expect you to become experts in the field, we do ask that you familiarize yourself with the topics. If you would like more information than is included in the brief background section, the resources listed for that month will be valuable tools.

5. **Take Home Activities** – Family involvement is very important. Information and take home activities can be sent home to the families to let them know what is going on in the classroom for the month. Family activities to promote the theme are strongly encouraged.

6. **School Activities** – Since the goal is to change the school environment to promote health, it is only logical that the school also has some activities to participate in each month. Remember, this is a team approach!

7. **Classroom Reward Ideas** – A student or class that does a good job deserves a reward! This section lists healthy reward ideas. Decide with the students what some other rewards might be that are more appropriate to your classroom and include them throughout the year. Do not limit your rewards to only sweet treats.

8. **Resources** – This section includes a list of organizations that provide additional details, activities, and information for each month. All of the organizations listed provide free or reduced cost materials to help you promote the theme.

9. **Activities Linked to Standards** – This is a listing of “suggested” activities. For some months, there are too many activities to fit into such a short period of time. You can use them exactly as written, or you are welcome to take the idea and change it around to fit your classroom. It is important to note that all of the activities listed link to one of the California State Academic Content Standards (Language Arts, Mathematics, Science, History/Social Science or Physical Education) or to the Health Framework Expectations. Following these activities, you may also see a short list of suggested reading materials, where applicable.

10. **Classroom Poster** – Hang this in the classroom at the beginning of the month to visually promote the theme throughout the month. Set aside a special location in your classroom where each month’s poster and calendar will be displayed.

11. **Handouts** – Where appropriate, you will also find a few handouts to help you get started. Many of these handouts can be photocopied as is and sent home to families. Some Spanish handouts are also available. As you gather more resources throughout the year, be sure to add them to your ever-growing resource binder.

**TIPS FOR SUCCESS**

In order for this to be successful, healthy changes must be made throughout the school year. Here are a few tips to help keep you and your students on the right track.

- Don’t forget that you are a role model. Make sure you follow the monthly themes as well. Remember to eat your breakfast and snack on fruits and vegetables at school!
• Encourage parents to bring healthy snacks to class as party treats (e.g.: 100% juice instead of soda, graham crackers instead of cookies, pizza with a vegetable or two on it).

• Continue to reinforce lessons learned in the earlier months throughout the year.

• Use non-sweet food rewards for good deeds in class (e.g.: try to avoid chocolate or candy). It is okay on occasion, but not all the time. Instead, use items such as stickers, erasers, pencils, or notebooks as individual rewards. Students can also be given coveted classroom chores or participate in a special fitness activity.

• Promote and support non-food fundraisers. Project Lean (resource listed below) provides some valuable information on fundraising ideas that do not involve chocolate candy bars.

• Be sensitive to the fact that some students will not be able to participate in all activities, especially those that involve purchasing and/or trying new foods or bringing specific foods to school for lunch or snacks.

• Utilize local resources and businesses. Many businesses are more than willing to help schools out; they just need to be asked. Contact local grocery stores and restaurants or local YMCA's and other fitness facilities.

• Most importantly, have fun!

GLOBAL RESOURCES

Listed below are resources that can be used for a variety of themes and activities throughout the year. Some may be listed within a specific month as well.

GENERAL EDUCATION

Santa Clara County Office of Education – Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library

California Department of Education Press Office
1430 N Street
Sacramento, CA 95814
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn

There is a selection of materials devoted to nutrition and gardening publications. Also available is the 2006 publication School Nutrition...By Design. This document was commissioned by State Superintendent of Public Instruction Jack O'Connell and was written by his Advisory Committee on Nutrition Implementation Strategies. “It represents an overview of a healthy nutrition environment and suggests strategies schools and districts can use to model healthy eating habits for their students.” Jack O'Connell
Nasco
Phone: 1-800-558-9595
http://www.enasco.com
Nasco offers over 60,000 educational tools for everything from math and farming to health and crafts and everything in between. Request one or more of their 20 catalogues on-line for free.

HEALTH & NUTRITION

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

The Healthier US Initiative
http://www.healthierus.gov
This site provides a wealth of information intended to help combat the growing obesity epidemic and is part of the President's Healthier US Initiative. Each section – Nutrition, Physical Activity, etc – displays additional links for the given topic. For example, the Dietary Guidelines for Americans can be found by clicking on the Nutrition Link. These are a set of very specific health recommendations based on current scientific research. This site will help you find out more about the details behind each recommendation – many of which are a part of the various themes.

Team Nutrition
http://www.fns.usda.gov/tn
Team Nutrition is a program sponsored by the United States Department of Agriculture designed to provide educational resources to teachers, parents, and caregivers to promote healthy children. The Changing the Scene kit is a wonderful resource for adults as they begin to change and improve the health environment of schools. You can order a copy of this kit by following the Resources link on this web page. Another valuable resource is the current year’s calendar. It provides additional activities to be done each month to promote the various themes.

We Can!
http://wecan.nhlbi.nih.gov
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help school-aged children stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV & computer) time.

Project Lean
http://www.californiaprojectlean.org
California Project Lean provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity. Most of the activities are directed towards middle school, but some can definitely be adapted to the lower grades – such as the list of Creative School Fund-raising Ideas that provide schools with alternatives to chocolate candy bars.
California Healthy Kids Resource Center
Phone: 1-888-318-8188
http://www.californiahealthykids.org
This is an amazing resource center administered by the California Department of Education and the California Department of Health and Human Services. It maintains a comprehensive collection of healthy education materials that can be loaned to educators throughout the state.

KP KIDS Program
Kaiser Permanente Santa Clara Service Area
Community Benefits, Department of Public Affairs
1900 Homestead Road, Second Floor, Building 1
Cupertino, CA 95014
Phone: (408) 366-4175
KP KIDS is a pediatric weight management program that offers interactive activities on healthy eating and behavior modification for the whole family. The goal is to be proactive in assisting parents and children in developing a healthy lifestyle. Parts of the program have been integrated into this Resource Guide for use in the classroom and at home.

Kaiser Permanente Educational Theater Program
1814 Franklin Street, Ste. 805
Oakland, CA 94612
Phone: (510) 987-2223
Email: ETPinfo@kp.org
http://www.kp.org/etp
Kaiser offers an Educational Theater Program that uses music, dance, drama and puppetry to capture the attention of elementary school children, excite their imagination, and inspire them to make healthy life choices. In the hands of ethnically diverse, professional performer/educators, colorful characters share important health information on topics such as physical activity and good nutrition. Go on-line or call to book a show for your school.

Dairy Council of California
80 Swan Way, Ste. 210
Oakland, CA 94621-1439
Phone: 1-877-324-7901
http://www.dairycouncilofca.org
This website provides various health-based activities with a list of how they link to California State Academic Content Standards. They provide programs for K, 1-2, and 3-5. A partner site of Dairy Council of CA (http://www.mealsmatter.org) provides some very simple tips for healthy meal planning.

Kids Health
http://www.kidshealth.org
This site provides user-friendly nutrition and physical activity information. There is a section for parents, for kids, and one for teens.

Planet Health
http://www.hsph.harvard.edu/prc/proj_planet.html
This is an interdisciplinary curriculum for teaching middle school students about nutrition and physical activity. However, some material may be appropriate for upper-elementary school students. It has been formally evaluated and proven to be an effective means of delivery. ($45.00)
**Physical Activity**

The President’s Challenge – You’re It, Get Fit!
http://www.presidentschallenge.org
The President’s Challenge is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President’s Challenge can help motivate you to improve.

American Council on Exercise – Operation Fit Kid
http://www.acefitness.org/ofk
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA
http://www.wsusa.org
This site provides activity resources for individuals with disabilities.

**Gardening Resources**

California Foundation for Agriculture in the Classroom (CFAITC)
2300 River Plaza Drive
Sacramento, CA 95833
Phone: 1-800-700-AITC
http://www.cfaitc.org
CFAITC is a nonprofit organization dedicated to providing educational resources to schools to enhance environmental education in the classroom. Contact them with any of your garden or agriculture related questions.

Cooperative Extension Master Gardener Program
1553 Berger Drive, Bldg. 1 (mail only, walk-in office in Bldg. 2)
San Jose, CA 95112
Phone: (408) 282-3105; Fax: (408) 298-5160
http://www.mastergardeners.org/scc.html
This is a volunteer program dedicated to promoting horticulture education in the community. Call for assistance in setting up a garden at your school.

Nutrition to Grown On
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item #001512, 192 pp., 3-hole punched, $17.50, 2001)
This curriculum contains nine hands-on lessons, each linking a nutrition education activity with a gardening activity. Included is a matrix indicating correlations to the content standards in math, language arts, science, and history-social science.
## ENGLISH-LANGUAGE ARTS

### 1.0 Writing:
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).

### 2.0 Writing:
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

### 1.5 Listening & Speaking:
Organize presentations to maintain a clear focus.

### 1.6 Listening & Speaking:
Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

### 1.7 Listening & Speaking:
Recount experiences in a logical sequence.

### 1.8 Listening & Speaking:
Retell stories, including characters, setting, and plot.

### 1.9 Listening & Speaking:
Report on a topic with support.

## MATHEMATICS

### 3.1 Number Sense:
Use repeated addition, arrays, and counting by multiples to do multiplication.

### 3.2 Number Sense:
Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

### 4.1 Number Sense:
Recognize, name, and compare unit fractions from 1/12 to 1/2.

### 4.2 Number Sense:
Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 1 1/2 pies).

### 4.3 Number Sense:
Recognize prime numbers and common multiples.

### 4.4 Number Sense:
The base-ten system, and compare units.

## Additional Information

### English-Language Arts

<table>
<thead>
<tr>
<th>Month</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>2.0</td>
<td>Writing: Students develop a central idea. They write progress through the stages of the writing process (e.g., drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Oct</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Nov</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Dec</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Jan</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Feb</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Mar</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>Apr</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
<tr>
<td>May</td>
<td>2.0</td>
<td>Writing: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).</td>
</tr>
</tbody>
</table>
Grade 2

MATHEMATICS

4.3 Number Sense:
Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

1.2 Algebra & Functions:
Relate problem situations to number sentences involving addition and subtraction.

1.4 Measurement & Geometry:
Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

1.5 Measurement & Geometry:
Determine the duration of intervals of time in hours (e.g., 1:00 p.m. to 4:30 p.m.).

4.4 Measurement & Geometry:
Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

5.2 Life Science:
Things, forces, and motion:
- Objects are different for different animals, such as butterflies and mice.
- The size of the change is related to the strength of the push or pull.

1.0 Physical Science:
Students know the way things change.

SCIENCE

1.c Physical Science:
Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength of the push or pull.

2.b Life Science:
Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

2.e Life Science:
Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

2.f Life Science:
Students know flowers and fruits are associated with reproduction in plants.

4.c Investigating & Experimenting:
Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

4.e Investigating & Experimenting:
Construct bar graphs to record data, using appropriately labeled axes.

4.f Investigating & Experimenting:
Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

4.3 Number Sense:
Know how to add or subtract fractions and other representations.

1.0 Statistics, Data Analysis, & Probability:
Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.

1.5 Measurement & Geometry:
Define the duration of time using hours, minutes, and seconds.

1.4 Measurement & Geometry:
Calculate the area of shapes to the nearest whole number, and do not include or round fractions, the result is equal to the whole number.
### Social Science

1. **2.1.2** Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

2. **2.2.1** Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

3. **2.2.4** Compare and contrast basic land use in urban, suburban, and rural environments in California.

4. **2.4.1** Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

5. **2.4.2** Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

6. **2.4.3** Understand how limits on resources affect production and consumption (what to produce and what to consume).

### Physical Education

1. **3.1** Participate in physical activities for increasing amounts of time that are enjoyable and challenging.

2. **3.5** Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

3. **3.7** Measure improvements in individual fitness levels.

4. **4.4** Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume.

### History/Social Science

1. **2.1** Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

2. **2.2** Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

3. **2.3** Compare and contrast basic land use in urban, suburban, and rural environments in California.

4. **2.4** Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

5. **2.5** Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

6. **2.6** Understand how limits on resources affect production and consumption (what to produce and what to consume).
### Grade 2

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain that the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.</td>
<td>Explain how to cultivate positive relationships with their peers.</td>
</tr>
</tbody>
</table>

### Health Framework

| Health Framework Expectation: Students will understand and demonstrate how to promote positive health practices within the school and community, including health and physical education. |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Students will understand how to promote positive health practices within the school and community, including physical education. |

### Physical Education

| Physical Education: Explain how to cultivate positive relationships with their peers. |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate ways in which they can enhance and maintain their health and well-being. | Use during physical activity: physical education and physical activity. |

| Physical Education: Explain how to cultivate positive relationships with their peers. |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate ways in which they can enhance and maintain their health and well-being. | Use during physical activity: physical education and physical activity. |

### Timeline

- **Jan**: Explain that the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.
- **Feb**: Explain how to cultivate positive relationships with their peers.
- **Mar**: Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.
- **Apr**: Use during physical activity: physical education and physical activity.
- **May**: Physical Education: Explain how to cultivate positive relationships with their peers.
- **Jun**: Health Framework Expectation: Students will understand and demonstrate how to promote positive health practices within the school and community, including health and physical education.
- **Jul**: Use during physical activity: physical education and physical activity.
- **Aug**: Physical Education: Explain how to cultivate positive relationships with their peers.
- **Sep**: Health Framework Expectation: Students will understand and demonstrate how to promote positive health practices within the school and community, including health and physical education.
- **Oct**: Use during physical activity: physical education and physical activity.
- **Nov**: Physical Education: Explain how to cultivate positive relationships with their peers.
- **Dec**: Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.
# Table of Contents

I. September: **5 A Day**

II. October: **Let’s Move!**

III. November: **MyPyramid.gov**

IV. December: **Celebrate!**

V. January: **Healthy Choices**

VI. February: **Heart Healthy Body**

VII. March: **Fuel Your Body**

VIII. April: **Consumer Beware**

IX. May: **Ready, Set, Go!**
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanksgiving dinner</td>
<td>Eat foods from each food group</td>
<td>Eat at least two fruits and vegetables today</td>
<td>Drink a glass of milk today or soy milk (soy, dairy)</td>
<td>Ask your family which foods are their favorites</td>
</tr>
<tr>
<td>Eat at least two different whole grain products today</td>
<td>Be sure to eat at least two different foods each day</td>
<td>Be sure to eat at least two different foods each day</td>
<td>Be sure to eat at least two different foods each day</td>
<td>Be sure to eat at least two different foods each day</td>
</tr>
<tr>
<td>How many different food groups did you eat from during your Thanksgiving dinner?</td>
<td>Which food groups did you eat from today?</td>
<td>Keep track of which foods you eat from today</td>
<td>Eat at least two whole grain products today</td>
<td>Drink a glass of milk today (dairy, soy, rice, or almond)</td>
</tr>
<tr>
<td>Watch your intake of sweets. Aim to eat one a day and save the rest for later</td>
<td>Watch your intake</td>
<td>Watch your intake</td>
<td>Watch your intake</td>
<td>Watch your intake</td>
</tr>
<tr>
<td>Find the fruit &amp; vegetable of the month at <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
<td>Find the fruit &amp; vegetable of the month at <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
<td>Find the fruit &amp; vegetable of the month at <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
<td>Find the fruit &amp; vegetable of the month at <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
<td>Find the fruit &amp; vegetable of the month at <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
</tr>
</tbody>
</table>
“Steps to a Healthier You” is the central message of the current USDA food guidance system, found at www.MyPyramid.gov. (Spanish materials are also available at this site.) It is intended to help Americans choose the appropriate foods and amounts to stay healthy. With the holidays rapidly approaching, it is important for everyone to start thinking about moderation and variety when it comes to their food group consumption. But don’t forget to balance your food intake with physical activity!

Consume a variety of foods from all of the food groups daily – make half your grains whole, vary your veggies, focus on fruits, get your calcium-rich foods, and go lean with protein!

MyPyramid.gov acknowledges that one size does not fit all when it comes to your health. The new MyPyramid.gov website allows visitors to enter their age, gender, and activity level to obtain personalized recommendations. It also provides information to help you balance food intake with physical activity. Another valuable component is the tracking feature that allows visitors to keep track of their food intake and physical activity goals.

MyPyramid.gov has several key messages: Make half your grains whole (to increase fiber intake), vary your veggies, focus on fruits, get your calcium-rich foods (choose low or non-fat products to promote bone health), and go lean with protein (choose lean products to keep fat intake down). Different foods within each food group contain a variety of nutrients that are important for proper nutrition. The underlining goal is to promote variety, moderation, and activity. In general, a balanced diet containing foods from all of the food groups offers the best nutritional value for a heart-healthy diet. (See KP KIDS handout, “Healthy Snack Ideas”.)

Sugary sodas, candies, sweets, and other unhealthy snacks offer little more for the body than extra (or discretionary) calories meaning that few other nutrients are provided. The consumption of these products should be kept to a minimum and should be replaced with non-fat milk, water, 100% fruit or vegetable juice, or other healthy snacks.

Younger students can learn to classify foods into the different food groups and begin to appreciate where food comes from. Older students can start to learn where in California, the U.S., or the world different foods come from. Regardless of their age, students will continue to hit barriers as they work toward increasing the variety of food groups they consume. Addressing those challenges is beneficial for students of all ages.

1) If possible, family members can find their own MyPyramid recommendations by entering the appropriate information at http://www.mypyramid.gov or http://www.mypyramid.gov/sp-index.html (site in Spanish).

2) Do a food group inventory at home. Does the food in the home match the recommended proportions and types of foods? If not, make a list of foods that would help the foods in your home look more like the pyramid recommendations.

3) Write a grocery list with at least one item from each food group. Be sure to focus on whole grains, a variety of fruits and vegetables, low-fat dairy and calcium-rich foods, and lean protein sources.

4) Plan a meal with at least one item from each food group.

5) Try a new food from one, or all, of the food groups!
1) Take a closer look at the foods being offered on campus (e.g. in vending machines or at the snack bar) to see if they are consistent with the MyPyramid.gov guidelines.

2) Highlight food groups being served in the cafeteria this month.

This would be a great time for a “Food Group” Pizza Party! Make sure all the food groups are represented on the pizza and in the proper proportions. See about getting donations from a local pizza parlor or from a local store so you can make your own pizzas.

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system. Students and teachers can browse this site to see their personalized MyPyramid plan, track their current food intake, and find tips to meeting their MyPyramid goals. Also provided at this site is an Educational Framework for professionals. This provides more details about the MyPyramid recommendations from an educational standpoint. There is also an interactive Blast Off game for kids to play and tips for families (see For Kids link).

USDA Team Nutrition
http://teamnutrition.usda.gov/resources/mypyramidclassroom.html
This site provides classroom activities and lesson plans for grades K-6. Everything can be downloaded free of charge.

National Dairy Council
http://www.nutritionexplorations.org
The National Dairy Council has a lot of wonderful materials for kids, parents, teachers and food service workers. Kids can play interactive games while learning about the food pyramid. Teachers can find information and activities to help teach nutrition to their students. There are also several contests that classrooms can participate in.
• Students can learn to identify and sort foods into the different food groups and count the number in each group.

• Have the students describe common foods from each of the food groups in general and specific language. This can also be done through an oral presentation.

• You can use healthy foods from the different food groups to explain addition and subtraction.

• Students can compare foods from the different food groups to common geometric shapes (e.g. a carton of milk is like a rectangle, a slice of bread is like a square).

• As a class, you can keep track of the number of times students eat foods from the different food groups and record the result using pictures or graphs.

• If resources are available, have the students go to http://www.MyPyramid.gov and print out their own personalized food pyramid recommendations.

**Bread and Jam for Frances**, by Russell Hoban – Language Arts
Activities Linked to 1st Grade Content Standards & Framework

- Have the students write about their favorite foods in each food group as a narrative description or as a brief expository description using sensory details. Students can then share this writing out loud.

- You can use healthy foods from the different food groups to explain addition and subtraction.

- Students can compare foods to common geometric shapes (e.g. a carton of milk is like a rectangle, a slice of bread is like a square).

- Construct maps (or locate items on maps) of local neighborhoods related to food - grocery stores, farmers’ markets, and farms.

- Look at the transportation practices of earlier days looking specifically at how they impacted food transportation and availability. What has changed and what has stayed the same?

- If resources are available, have the students go to http://www.MyPyramid.gov and print out their own personalized food pyramid recommendations.

Bread and Jam for Frances, by Russell Hoban – Language Arts
• Write grade-appropriate stories about trying a new food. Students can then share these stories out loud.

• Use healthy foods from different food groups to set up multiplication and division problems.

• When explaining fractions, use foods from the various food groups (e.g. a block of cheese, a tortilla, or a graham cracker) instead of a pie or bar of chocolate.

• Students can interview family members on the various food groups they consume. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple related questions.

• When looking at the different foods in each food group, classify foods based on two or more physical characteristics (e.g. color, size, shape, taste).

• Students can record how many different food groups they eat from over a week and construct bar graphs to record and display data.

• Locate places on maps of local neighborhoods that sell or produce foods - grocery stores, farmers’ markets, and farms.

• Compare and contrast food production (farming) options in urban, suburban, and rural environments in California.

• If resources are available, have the students go to http://www.MyPyramid.gov and print out their own personalized food pyramid recommendations.

Selected Reading List

Bread and Jam for Frances, by Russell Hoban – Language Arts

Eating Fractions, by Bruce McMillan – Number Sense