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](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](http://www.acefitness.org/ofk)  
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA  
[http://www.wsusa.org](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](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](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](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.
<table>
<thead>
<tr>
<th>Grade 3 Standard Matrix</th>
<th>ENGLISH-LANGUAGE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.5 Reading:</strong></td>
<td>Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).</td>
</tr>
<tr>
<td><strong>2.7 Reading:</strong></td>
<td>Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
</tr>
<tr>
<td><strong>1.1 Writing:</strong></td>
<td>Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td><strong>1.2 Writing:</strong></td>
<td>Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
</tr>
<tr>
<td><strong>1.3 Writing:</strong></td>
<td>Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</td>
</tr>
<tr>
<td><strong>1.4 Writing:</strong></td>
<td>Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
</tr>
<tr>
<td><strong>1.7 Written &amp; Oral English Language Conventions:</strong></td>
<td>Capitalize geographical names, holidays, historical events, and special events correctly.</td>
</tr>
<tr>
<td><strong>1.8 Written &amp; Oral English Language Conventions:</strong></td>
<td>Spell correctly one-syllable words that have blends, contractions, compounds, and common homophones.</td>
</tr>
<tr>
<td><strong>1.9 Written &amp; Oral English Language Conventions:</strong></td>
<td>Arrange words in alphabetical order.</td>
</tr>
</tbody>
</table>

**Reading:**
- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things). 

**Writing:**
- Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 
- Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word. 
- Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). 
- Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. 
- Capitalize geographical names, holidays, historical events, and special events correctly. 
- Spell correctly one-syllable words that have blends, contractions, compounds, and common homophones. 
- Arrange words in alphabetical order.
## Grade 3

### English-Language Arts

**2.1 Listening & Speaking:**
- Make brief narrative presentations:
  1. Provide a context for an incident that is the subject of the presentation.
  2. Provide insight into why the selected incident is memorable.
  3. Include well-chosen details to develop character, setting, and plot.

**2.2 Listening & Speaking:**
- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

**2.3 Listening & Speaking:**
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

### Mathematics

**2.1 Algebra & Functions:**
- Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

**2.2 Algebra & Functions:**
- Solve simple problems involving addition by using whole-number multiples and divisors.

**2.3 Algebra & Functions:**
- Solve simple problems involving subtraction, multiplication, and division of money amounts in decimal notation by using whole-number multiples and divisors.

**3.1 Number Sense:**
- Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).

**3.2 Number Sense:**
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

**3.3 Number Sense:**
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

### Measurement & Geometry

**1.1 Measurement & Geometry:**
- Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

**1.2 Measurement & Geometry:**
- Estimate or determine the area and volume of solid figures by covering them with cubes or by counting the number of cubes that would fill them.

**1.3 Measurement & Geometry:**
- Determine the unit cost when given the total cost and number of units.

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**ILLUSTRATIONS**

- [Chart of Grade 3 Learning Goals]

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**For Learning**

- [Logo]
<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>HISTORY/SOCIAL SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b</td>
<td>Physical Science: Students know sources of stored energy take many forms, such as food, fuel, and batteries.</td>
</tr>
<tr>
<td>2.b</td>
<td>Physical Science: Students know light is reflected from mirrors and other surfaces.</td>
</tr>
<tr>
<td>5.a</td>
<td>Investigation &amp; Experimentation: Students will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, and uncertainty in the observations.</td>
</tr>
<tr>
<td>5.c</td>
<td>Investigation &amp; Experimentation: Students will use numerical data in describing and comparing objects, events, and measurements.</td>
</tr>
<tr>
<td>5.d</td>
<td>Investigation &amp; Experimentation: Students will predict the outcome of a simple investigation and compare the results with the prediction.</td>
</tr>
<tr>
<td>5.e</td>
<td>Investigation &amp; Experimentation: Students will collect data in an investigation and analyze those data to develop a logical conclusion.</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Social Science: Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills).</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Social Science: Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Social Science: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</td>
</tr>
<tr>
<td>3.2.4</td>
<td>Social Science: Discuss the interaction of new settlers with the already established Indian nations.</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Social Science: Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</td>
</tr>
</tbody>
</table>

**Note:** The table is not fully legible due to the image quality, but the content described above is based on the visible text.
<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15</td>
<td></td>
<td>Perform with a partner a line, circle, and folk dance.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Assess and maintain a level of physical fitness to improve health and performance.</td>
</tr>
<tr>
<td>3.6</td>
<td></td>
<td>Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</td>
</tr>
<tr>
<td>3.8</td>
<td></td>
<td>Measure and record improvements in individual fitness activities.</td>
</tr>
<tr>
<td>4.8</td>
<td></td>
<td>Describe and record the changes in heart rate before, during, and after physical activity.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</td>
</tr>
</tbody>
</table>

**Health Framework**

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Students will demonstrate ways in which they can enhance and maintain their health and well-being.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate and demonstrate positive health habits and the importance of physical activity.</td>
</tr>
</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>Physical Education: Perform with a partner a line, circle, folk dance.</td>
</tr>
<tr>
<td>Oct</td>
<td>Physical Education: Assess and maintain a level of physical fitness to improve health and performance.</td>
</tr>
<tr>
<td>Nov</td>
<td>Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.</td>
</tr>
<tr>
<td>Dec</td>
<td>Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</td>
</tr>
<tr>
<td>Jan</td>
<td>Physical Education: Measure and record improvements in individual fitness activities.</td>
</tr>
<tr>
<td>Feb</td>
<td>Physical Education: Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</td>
</tr>
<tr>
<td>Mar</td>
<td>Physical Education: Assess and maintain a level of physical fitness to improve health and performance.</td>
</tr>
<tr>
<td>Apr</td>
<td>Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.</td>
</tr>
<tr>
<td>May</td>
<td>Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</td>
</tr>
</tbody>
</table>
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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!
## Thanksgiving Dinner

**How many different food groups did you eat from during your Thanksgiving dinner?**

### Week 1

**Monday:**
- Eat at least two whole grain products today.
- Drink a glass of milk today (dairy, soy, rice, or almond).
- Ask your family what their favorite foods are from each food group.
- Go to [www.mypyramid.gov](http://www.mypyramid.gov) and print out your personalized food pyramid.
- List as many foods as you can from each food group. Add any new foods throughout the month.

**Tuesday:**
- Find the fruit & vegetable of the month.
- Be sure to meet your MyPyramid physical activity goal for the day!

**Wednesday:**
- Keep track of which food groups you eat from today.
- Be sure to eat 5 or more fruits & veggies today.

**Thursday:**
- Be sure to track your food intake this week.
- Keep track of which food groups you eat from today.

**Friday:**
- Watch your intake of sweets. Aim to eat only one a day and save the rest for later.

### Week 2

**Monday:**
- Eat at least two different foods from each food group.
- Be sure to eat 5 or more fruits & veggies today.

**Tuesday:**
- Drink a glass of milk today (dairy, soy, rice, or almond).
- Ask your family what their favorite foods are from each food group.

**Wednesday:**
- Keep track of which food groups you eat from today.

**Thursday:**
- Be sure to track your food intake this week.

**Friday:**
- Watch your intake of sweets. Aim to eat only one a day and save the rest for later.

### Week 3

**Monday:**
- Eat at least two whole grain products today.
- Drink a glass of milk today (dairy, soy, rice, or almond).
- Ask your family what their favorite foods are from each food group.
- Go to [www.mypyramid.gov](http://www.mypyramid.gov) and print out your personalized food pyramid.
- List as many foods as you can from each food group. Add any new foods throughout the month.

**Tuesday:**
- Find the fruit & vegetable of the month.

**Wednesday:**
- Keep track of which food groups you eat from today.

**Thursday:**
- Be sure to track your food intake this week.

**Friday:**
- Watch your intake of sweets. Aim to eat only one a day and save the rest for later.

### Week 4

**Monday:**
- Eat at least two different foods from each food group.
- Be sure to eat 5 or more fruits & veggies today.

**Tuesday:**
- Drink a glass of milk today (dairy, soy, rice, or almond).
- Ask your family what their favorite foods are from each food group.

**Wednesday:**
- Keep track of which food groups you eat from today.

**Thursday:**
- Be sure to track your food intake this week.

**Friday:**
- Watch your intake of sweets. Aim to eat only one a day and save the rest for later.

### Week 5

**Monday:**
- Eat at least two different foods from each food group.
- Be sure to eat 5 or more fruits & veggies today.

**Tuesday:**
- Drink a glass of milk today (dairy, soy, rice, or almond).
- Ask your family what their favorite foods are from each food group.

**Wednesday:**
- Keep track of which food groups you eat from today.

**Thursday:**
- Be sure to track your food intake this week.

**Friday:**
- Watch your intake of sweets. Aim to eat only one a day and save the rest for later.

### November

- [www.cdc.gov/nccdphp/dnpa/5aday/month](http://www.cdc.gov/nccdphp/dnpa/5aday/month)

- Find the fruit & vegetable of the month at [www.cdc.gov/nccdphp/dnpa/5aday/month](http://www.cdc.gov/nccdphp/dnpa/5aday/month)
“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!

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Grades 3-4
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.
• Have students demonstrate knowledge of levels of specificity among different types of grade-appropriate foods and explain the importance of these relationships (e.g. cereal/grain group/food).

• Students can write stories about where their favorite foods come from and then share these stories out loud.

• Include one-syllable words related to healthy foods or eating on students’ spelling list.

• Have students put a group of healthy foods from different foods groups into alphabetical order.

• Create or use math problems that students can solve that include healthy food from the different food groups. For example, students can learn about money by looking at the cost of food in the market. They can determine the unit cost of a food item when given the total cost and the number of items purchased.

• 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.

• Help students solve simple problems involving the functional relationship between two quantities using foods.

• Discuss the production of foods in Blossom Valley.

• Describe how geography influenced how the local Indian nations obtained food.

• Discuss the interactions between the new settlers and the already established regional Indians on the basis of food preferences – similarities, differences, and changes.

• If resources are available, have the students go to http://www.MyPyramid.gov and print out their own personalized food pyramid recommendations.
Activities Linked to 4th Grade Content Standards & Framework

- Students can practice their writing, researching, and penmanship skills by writing about topics related to the different food groups. They can then share these stories out loud.

- Students can write a research report on the history of how a certain food was brought to California.

- Include grade-appropriate words related to healthy foods from each of the food groups on students’ spelling list.

- Students can create a questionnaire for their families, friends, or classmates to ask about their intake of the various food groups. Once they have collected the data, they can use that information to identify the modes and medians and graph the data to explain it to others.

- Identify waterways in California in relation to where food from the different food groups is grown or produced.

- Go to the farmers’ market at different times of the year to see what is available and ask the farmers where in California different items came from.

- Construct maps of California and start to look more closely at where food comes from and why. How does food get from one part of California to another?

- 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**

*Shape Up! Fun with Triangles and Other Polygons*, by David Adler – Mathematics

*Sideways Arithmetic from Wayside School*, by Louis Sachar - Mathematics