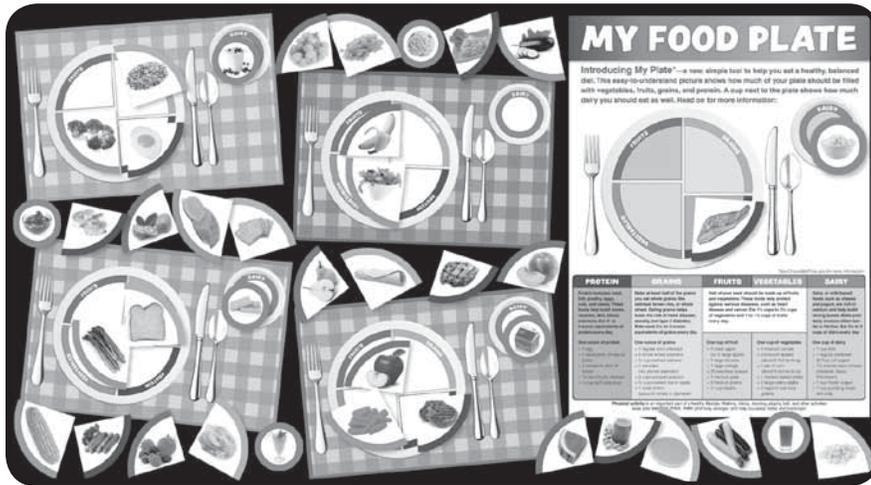


My Food Plate

A Teaching and Learning Bulletin Board

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Introducing “My Food Plate”

Review the “My Food Plate” poster on your display. Point out that the food groups are color coded—for example, purple represents proteins, yellow grains, and green vegetables. Read aloud the descriptions and serving information for each food group. As you review each food group, invite students to brainstorm other foods that might belong to the group. Finally, share the text under the chart. Discuss the importance of physical activity to health, then ask students to suggest different ways they might include physical activities in their daily routine at school.

Filling Your Plate

Demonstrate how to attach the food pieces to the divided plates, using removable adhesive, to teach about making healthy food choices. Place a food in each section, choosing from the corresponding pieces that match the color code for that section. For example, you might create a meal for dinner that includes the apple (fruit), corn (grain), chicken (protein), broccoli (vegetable), and milk (dairy). Review the food choices with students, explaining that for this meal, a food has been included to represent each food group. Then invite students to take turns creating their own meals with the plates and food pictures. As they work, guide them to understand that not all food groups need to be included in each meal (for instance, a vegetable may not necessarily be part of a nutritious breakfast), but students should try to eat the suggested number of servings for each group each day.

SCIENCE

Growing Nutrition

Explain that fruits and vegetables are plant foods. To reinforce knowledge of plant growth, ask students to choose a fruit or vegetable from the display, or come up with one of their own. Have them consult resources, such as books and the Internet, to discover how the plant that produces their selected food grows. Invite them to create mini-posters to show the plant’s growth and development, from seed to fruit-bearing plant. Students can make their own drawings and diagrams on their posters, or cut out pictures from seed catalogs, gardening magazines, and so on. When completed, invite students to share their posters with the class.

Displaying and Using Your Bulletin Board Set

Choose an eye-level bulletin board on which to display your “My Food Plate” bulletin board set. Use a wipe-off pen to write on the display pieces. To erase, wipe off the print with a paper towel. Use the display, individual bulletin board pieces, and the reproducible patterns in this resource guide to do the suggested activities.

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LANGUAGE ARTS

Food Groups Word Wall

Work with students to identify each food on your display. Afterward, write each food name on an index card, review the words with students, and display them on a word wall. If desired, add other food words and pictures, as well. (You can use food images from magazines, the Internet, photographs, or hand-drawings.) To display, you might group the words by food groups—you might even write the food names on index cards that match the color coding on the “My Food Plate” poster. After creating the word wall, invite students to use the words for some of the following activities.

- Remove the words and corresponding pictures of your choice. Put them in a center and have students match each food name to its corresponding picture.
- Give students a supply of words from the word wall to alphabetize. You can choose words at random, or use all the words from a particular food group.
- Remove the word cards of your choice. Invite students to use them as flash cards in a center activity to practice word-recognition skills. Or have students group the food names into their appropriate food groups.
- Remind students to choose and use words from the word wall in writing activities.

MATH

Food Favorites

Title a four- or five-column chart with the name of a food group. Then label each column with a food name from your bulletin board set and display the corresponding picture. To use, invite students to put a sticky note labeled with their name in the column for their favorite food. Afterward, have students examine and interpret the data by answering questions such as: *Which food is the class favorite? Which food does the class like the least?* Later, you might help students create a line or bar graph using the results on the chart.

CLASSROOM MANAGEMENT

Grouping Students

Use your display to group students. First, label a strip of construction paper or a large index card with the name of a food group from your bulletin board set. (You might use colored paper or cards that correspond to the colors used for the food groups on the display.) Then assign each student to a food group, write the student’s name on a food piece that belongs to the group, and place that piece with the group label. At the beginning of group time, have students find their names on the display and gather into their groups. Similarly, you can use the display to assign learning centers. Simply write the names of your learning centers on index cards. Then place students’ names with the centers you want them to visit.

Using the Reproducible Patterns

To extend learning opportunities, have students cut out the reproducible booklet patterns on pages 3 and 4. Ask them to write their name on the cover, then stack and staple the booklet pages behind the cover. To complete their booklet, instruct students to fill in the top of each page, including the day of the week and date. Then have them draw pictures on the plate to show what foods they ate for that particular meal. When finished, have students list the names of the foods on their plate. After students have filled in their pages for an entire week, invite them to share their booklets with the class.

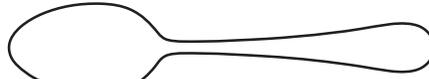
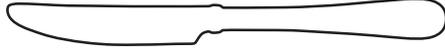
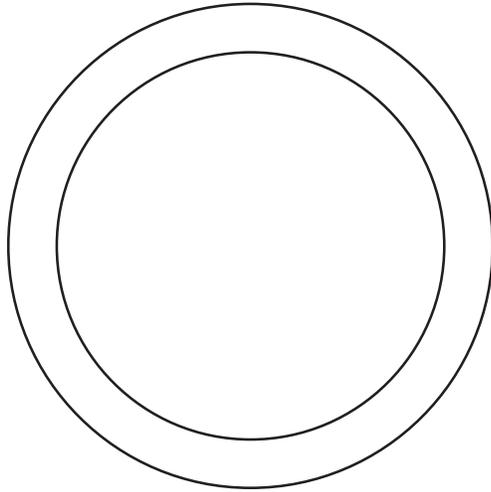
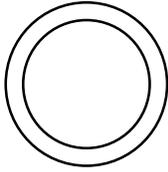
For a variation, have students complete their booklet by recording the foods they’ve eaten on one or two specific days of the week, such as Monday and Thursday. They can complete pages to keep track of a specific meal on those days, or every meal. After a given period of time, such as three weeks, invite students to share their booklets in small groups or with the whole class. Encourage them to compare their eating habits over time and to consider making any changes in their food choices that might help make their diet more healthy and balanced.

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My dinner plate for

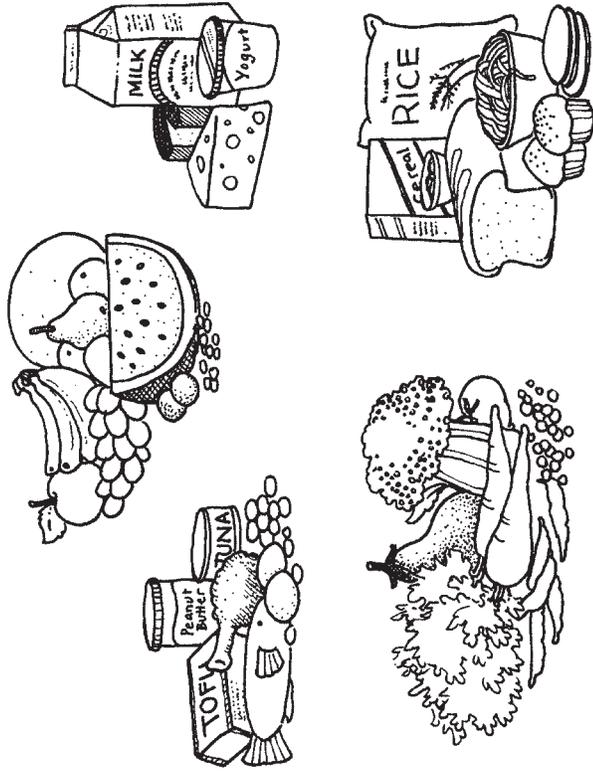
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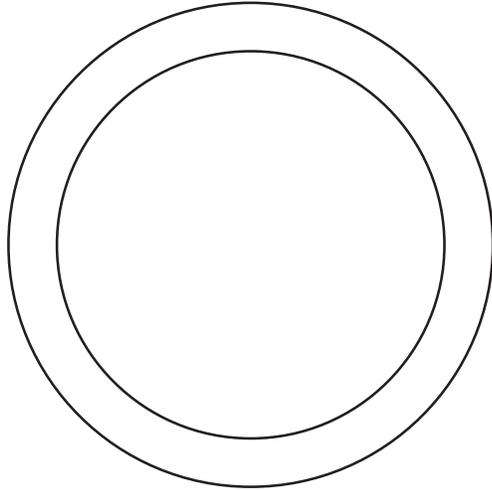
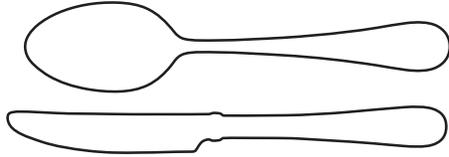
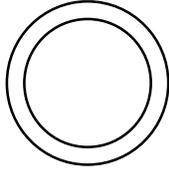
My Daily Food Plate

by _____



My breakfast plate for

_____, _____ (day of week) _____ (date)



My lunch plate for

_____, _____ (day of week) _____ (date)

