

# 4<sup>th</sup> Grade: Curriculum Connections

## Lesson 1: Healthy Me!

### ACTIVITY #1: MYPLATE MATCH GAME

- Have students log on to the website provided below to play an interactive food grouping game. This interactive tool will reinforce the food-group foods and color associations the students were taught in Lesson 1, while helping them discover how many servings of food and how many minutes of moderate-vigorous physical activity they need every day.
- <http://www.DairyCouncilofCA.org/interactives>

### ACTIVITY #2: PHYSICAL ACTIVITY CHARADES

- **Tell** the students that you are going to play Charades.
- **Explain** to students that they will be called up in pairs to the front of the classroom and given an activity.
- They must work together to “act out” the activity.
- The class will try to guess the activity and say whether it is a low level physical activity or a moderate-vigorous level physical activity.

*Below are some possible activities:*

- *Playing basketball: moderate-vigorous level*
- *Playing computer games: low level*
- *Dancing: moderate-vigorous level*
- *Jumping rope: moderate-vigorous level*
- *Playing tennis: moderate-vigorous level*
- *Listening to music: low level*
- *Watching TV: low level*

## Lesson 2: Nutrient Power!

### ACTIVITY #1: CREATE A RECIPE

**Materials needed:** Computer, pencils, paper

- **Tell** the students to get into the groups they were assigned to when making their posters in Lesson 1.
- **Tell** the students that they will be creating their own recipes. Each group will choose a

food from their assigned food group as their main nutrient.

- **Tell** the students to research some recipes with their group to give them some ideas on what to create and what a recipe looks like.
  - The students can start at [www.MealsMatter.org](http://www.MealsMatter.org) to search for some recipes.
- **Optional**—Have the students make their recipes and hold a taste-test contest.

### ACTIVITY #2: FOOD GROUP ACROSTIC

**Materials needed:** Paper (one per group), pencils

- **Divide** the students into 9 groups.
- **Assign** each group a food group. Break up the multiple food-group names.
  - Food group assignments:
    - Milk
    - Vegetables
    - Fruits
    - Grains
    - Breads
    - Cereals
    - Meat
    - Beans
    - Nuts
- **Tell** the students they will be creating an acrostic using their food-group food name as their topic word.
- **Tell** each group to brainstorm 10 words or phrases that describe or remind them of their topic word.
- Their completed acrostic should be about their assigned word, and each line should begin with a letter from that word.

## Lesson 3: Serving Superstars

### ACTIVITY #1: GET OUT, GET SIGNING!

**Materials needed:** Poster boards (one per group), pencils, markers

- **Tell** the students they are going to create their own hand symbol chart.
- **Divide** the class into five groups.
- **Assign** each group a food group.

- **Tell** the students they are going to make a poster of hand symbols for their assigned food group.
- The posters must include:
  - Hand symbol drawings with drawings of the matching food next to them.
- Students can refer to page 13 in their student workbooks for guidance.
- Once the students complete their posters, ask your local grocery store to hang the posters in the appropriate section of the store to help teach the community about serving sizes.

#### ACTIVITY #2: MIXED FOODS

**Materials needed:** Small poster board (one per student), magazines, markers, glue

- **Tell** the students they are going to make poster boards of mixed foods.
- Each student will look through magazines for mixed foods, cut them out and glue them onto their poster boards.
- **Tell** the students they will need to write the name of the food and all of the food groups that the picture contains below or on the side of the picture.
- Each student must find a minimum of three mixed foods for their poster.
- Once the posters are complete, have the students present their posters to the class.
- **Hang** posters around the classroom to remind students about mixed foods.
- **Optional**—If you do not have magazines to cut up, you can have the students draw the mixed foods.

### Lesson 4: Label and Nutrient Trackers

#### ACTIVITY #1: BONE UP ON MILK QUIZ

- **Have** the students log on to the website provided below to play an interactive game about milk. This interactive tool will test their knowledge about Milk & Milk Products while reinforcing the importance of including Milk & Milk Products in their diet.
- <http://www.DairyCouncilofCA.org/Tools/AdultLearningTools.aspx>
- **Optional**—After the students take the milk quiz, have the students get into groups, choose another food group and make up their own quiz!

- Once the quizzes are complete, they can test each other on their knowledge of the benefits of all five food groups.

#### ACTIVITY #2: CHARACTER CHALLENGE

- **Tell** the students that they are each going to create (draw) a character to represent a specific food.
- **Tell** each student to choose one food.
- Each student will create a character to represent their chosen food.
- Each character should also represent the health benefit of their chosen food. They could even give their character a “superpower.”

*Example: Draw a milk carton pulling a tractor with its teeth.*

### Lesson 5: Dinner Detectives and Smart Snackers

#### ACTIVITY #1: SNACK SHACK

- **Tell** the students to log on to the website below to practice choosing healthy snacks. This interactive tool will give the students an opportunity to practice choosing snacks from food-group foods.
- [http://www.DairyCouncilofCA.org/Educators/ClassroomPrograms/NP\\_Interactives/Snackshack/Snackshack.html](http://www.DairyCouncilofCA.org/Educators/ClassroomPrograms/NP_Interactives/Snackshack/Snackshack.html)

#### ACTIVITY #2: HERE DO THEY COME FROM?

**Materials needed:** Maps of the world (one per group), markers

- **Divide** the class into groups of two to three students.
- **Assign** each group five foods, one from each food group.
- Each group will need to research the assigned foods to answer the following questions:
  - Where did they come from?
  - Who is currently the main producer?
  - Where do they consume the food the most?
- **Have** the groups present their findings to the class.

## Lesson 6: Fuel Up With Breakfast!

### ACTIVITY #1: EXPERT MEAL MAKERS

- **Tell** the students to log on to the website below to practice choosing healthy meals: breakfast, lunch and dinner. This interactive tool will give the students an opportunity to practice the “3 out of 5” and the “5 out of 5” models they have been learning about in Lesson 5 and 6.
- [http://www.DairyCouncilofCA.org/Educators/ClassroomPrograms/NP\\_Interactives/Mealtime/Mealtime.html](http://www.DairyCouncilofCA.org/Educators/ClassroomPrograms/NP_Interactives/Mealtime/Mealtime.html)

### ACTIVITY #2: BREAKFAST CONTEST

**Materials needed:** Cafeteria menus for the month (1 per student), paper (one per student), and pencils

- **Give** each student a monthly cafeteria menu.
- Randomly choose two breakfasts. As a class, review the chosen breakfasts to see if they comply with the “3 out of 5” model learned in Lesson 6.
- In groups, or individually, have the students create a “3 out of 5” breakfast that they would like to eat in the cafeteria.
- If the School Food Service department agrees, hold a contest and feature the winning breakfast one morning!
- Take a field trip to the cafeteria to taste test the winning creation before it debuts.

## Lesson 7: Healthy Habits—Pulling It Together

### ACTIVITY #1: CHEF FOR THE DAY

- **Tell** the students to log on to the website below to be a chef for the day! This interactive tool will give the students an opportunity to practice creating a virtual meal from beginning to end. They will choose the meal, collect the items and then create and serve the meal to fellow students.
- [http://www.DairyCouncilofCA.org/Educators/ClassroomPrograms/NP\\_Interactives/Chef/Chef.html](http://www.DairyCouncilofCA.org/Educators/ClassroomPrograms/NP_Interactives/Chef/Chef.html)

### ACTIVITY #2: ADVOCATE FOR HEALTH

**Materials needed:** Paper (one per student), pencils

- **Tell** the students to think of a food product they like to eat.
- **Tell** the students they are going to write a letter to the company of their chosen food product.
- Each student will write a letter about how much they like the food and ask a minimum of three questions about the healthfulness of the product. If the product is an “extra” food, have the student include some suggestions on how the company could improve its product.
- **Mail** the letters to the companies.

### ACTIVITY #3: GRAPH IT!

**Materials needed:** One poster size piece of paper, pencil

- Once the students have analyzed their food and activity records in Lesson 7, create a classroom graph to depict the total number of servings that the students had from each of the food groups and the number of minutes of moderate-vigorous physical activity they achieved.
- **Compare** the numbers to how many they should have had as a class.
- **Make** a classroom goal to achieve the recommended number of servings of each food group and the recommended number of minutes of moderate-vigorous physical activity.
- **Revisit** the graph in a set amount of time, such as weekly, semi-monthly or monthly.
- Be sure to have the students track their food and activity amounts the day before you will be graphing your goal.