

4th Grade



Name _____

Glossary of Terms

Lesson 1

“extra” foods—foods that do not contain enough nutrients to fit into one of the five food groups.

Food group—way to group the different foods we eat each day; a given food group will have the same main nutrient in common.

Healthy—foods or physical activities that help build strong bodies that are well, free from sickness.

Low level physical activity—an activity that does not make your heart beat fast. Examples include sitting or walking at a slow pace.

Moderate-vigorous level physical activity—an activity that makes your heart beat faster. Examples include walking at a fast pace, biking, running, swimming or jumping rope.

Lesson 2

Energy—power or the ability to be active; foods (like fuel) are changed into energy to make our bodies run.

Hydration—water provided for a person to keep a correct fluid balance in his or her body.

Main nutrient—the most important nutrient we get from a certain food group.

Nutrient—what we get from food to help our bodies grow strong, develop and stay healthy.

Protein—substance found in foods we eat that our bodies need for growth and repair of tissues.

Variety—a range of different items from a specific group. For food groups, it implies eating several different foods each day from all five food groups.

Vitamins and minerals—substances found in the foods we eat that our bodies need for growth and to work properly.

Lesson 3

Calorie—a measure of the amount of energy provided by a food.

Hand symbols—a way to measure the amount of food, using your hand to compare to the proper serving size.

Measure—a way to find the amount of something ... in this case, food.

Mixed foods—those that contain more than one food group.

Nutrient—what we get from food to help our bodies grow strong, develop and stay healthy.

Serving size—the right amount of a given food to eat at a meal or snack.

Lesson 4

Calcium—main nutrient from the Dairy food group that builds strong bones and teeth.

Calorie—a measure of the amount of energy provided by a food.

Grams—a way of measuring weight. The nutrient content of foods is often shown in gram measures.

Nutrition facts food label—a table printed on the outside of food packages that tells about the calorie and nutrient content of the food inside.

Servings per container—the number of the right-size servings contained in the package. Many times, there is more than one serving per container.

Serving size—the right amount of a given food to eat at a meal or snack.

Lesson 5

Balanced—to eat foods from different food groups.

“extra” foods—foods that do not contain enough nutrients to fit into one of the five food groups.

Main nutrient—the most important nutrient we get from a certain food group.

Snack—a mini-meal; food eaten between meals.

Variety—a range of different items from a specific group. For food groups, it implies eating several different foods each day from all five food groups.

“5 out of 5” model—a balanced lunch or dinner contains at least one food from each of the “5 out of 5” food groups: Dairy; Vegetables; Fruits; Grains; Protein.

Lesson 6

Breakfast—the first meal of the day, often after many hours without food.

Nutrient—what we get from food to help our bodies grow strong, develop and stay healthy.

Variety—a range of different items from a specific group. For food groups, it implies eating several different foods each day from all five food groups.

“3 out of 5” model—a balanced breakfast contains at least one food from each of the “3 out of 5” food groupings: Grains; Vegetables OR Fruits; Dairy OR Protein.

Lesson 7

Balanced—to eat foods from different food groups.

“extra” foods—foods that do not contain enough nutrients to fit into one of the five food groups.

Serving number—the number of servings needed each day from the five food groups to ensure that the recommended amount of the main nutrients are obtained.

Snack—a mini-meal; food eaten between meals.

Variety—a range of different items from a specific group. For food groups, it implies eating several different foods each day from all five food groups.

Directions:

1. Answer the three questions below.
2. Circle the correct answer.

1. How many food groups are there? **a.** Four **b.** Five **c.** Six **d.** Seven
2. Does a balanced dinner include five food groups? **Yes** **No**
3. Do all foods fit in a food group? **Yes** **No**

Balancing Food Choices

Directions:

1. Review the list of foods that Drew ate yesterday.
2. For each serving of food:
 - a. List each of Drew’s food choices in the correct food-group column.
 - b. Once all foods are listed, total the number of servings Drew ate for the day for each food group.

DREW’S DAILY MEALS

Breakfast—oatmeal, ½ English muffin, jelly, strawberries

Lunch—taco (tortilla, ground meat, cheese, lettuce), carton low-fat milk

Snack—soft drink, crackers

Dinner—roast beef, peas, baked potato, punch, sliced melon

Snack—low-fat yogurt, graham crackers

All foods listed above are 1 serving.

	Dairy Milk, Yogurt, Cheese	Vegetables	Fruits	Grains Breads, Cereals, Pasta	Protein Meat, Beans, Nuts	“extras”
				Example: Oatmeal		
Total Servings						

1. Have the recommended number of daily servings been met for each food group? (circle one) **Yes** **No**

If not, what is missing? _____



Serving Size

Directions:

1. Look at the pictures of the foods below.
2. Look at the hand symbols and measurements below the pictures of the foods.
3. Fill in the bubble for the correct serving size that matches the picture.

Example: Look at the bowl of lettuce below. If you ate the entire bowl (two fists' worth), you had 1 serving.



EXAMPLE: Lettuce

Two fists
(2 cups)



- ½ serving
 1 serving
 2 servings



Apple

One handful
(½ medium apple)



- ½ serving
 1 serving
 2 servings



Low-fat milk

One fist
(1 cup)



- ½ serving
 1 serving
 2 servings

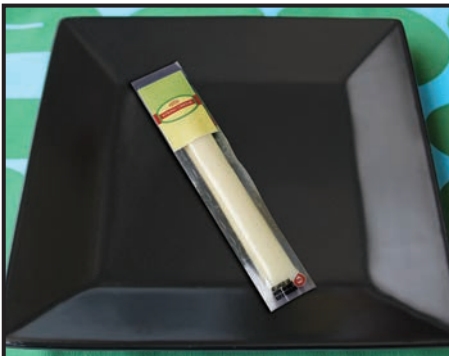


Bagel

One flat hand
(1 ounce)

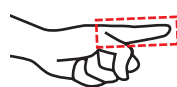


- ½ serving
 1 serving
 2 servings



String cheese

Pointer finger
(1½ ounces)

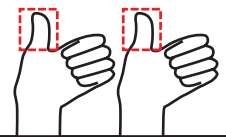


- ½ serving
 1 serving
 2 servings



Peanut butter

Two thumbs
(2 tablespoons)



- ½ serving
 1 serving
 2 servings

Physical Activity

1. How many minutes each day should you have of moderate-vigorous physical activity?
(fill in correct bubble)

15 minutes 30 minutes 45 minutes 60 minutes 75 minutes

PHYSICAL ACTIVITY CHART

Directions:

- Look at the chart and add up the number of minutes of moderate-vigorous level physical activity each student did in one day.
- Decide if a recommended amount of physical activity was met. Circle **Yes** or **No**.
- If a student did **NOT** meet the recommended amount of minutes for the day, fill in an example of a moderate-vigorous level physical activity he or she could do.



STUDENT ACTIVITIES	Total minutes of Moderate-Vigorous Level Physical Activity for the day for each student	Did each student meet the recommended amount of Moderate-Vigorous Level Physical Activity for the day?	If not, what Moderate-Vigorous Level Physical Activity could each student add?
Example: Greg: <ul style="list-style-type: none"> • 30 minutes listening to music • 30 minutes swimming • 15 minutes playing a board game • 15 minutes reading 	30	Yes <input checked="" type="radio"/> No	Eg. Ride a bike
Abby: <ul style="list-style-type: none"> • 15 minutes rollerblading • 30 minutes walking her dog • 30 minutes playing soccer • 15 minutes dancing to music 		Yes <input type="radio"/> No	
John: <ul style="list-style-type: none"> • 45 minutes playing football • 30 minutes watching TV • 15 minutes playing video games • 15 minutes watching his brother play catch with his dog 		Yes <input type="radio"/> No	
Sally: <ul style="list-style-type: none"> • 30 minutes talking on the phone • 15 minutes playing basketball • 15 minutes chasing her brother • 30 minutes skateboarding 		Yes <input type="radio"/> No	

Main Nutrients and Health Benefits

Directions:

1. Read the paragraph below and fill in the blanks with the correct answers from the list to the right.

The five food groups are important to have every day because of the main nutrients and their health benefits. The Grains group's main nutrients are B-vitamins, and they are important to provide us with _____. The Fruits group's main nutrient is _____. This nutrient is to make sure we can _____ cuts and scratches. The reason we need the Vegetables group is for _____ and the main nutrient is _____. Dairy provides _____ as its main nutrient, as well as many other nutrients our bodies need. The reason we need this nutrient is to build _____. The Protein group is important for _____, and the main nutrient _____ is how we get them.

Possible Answers

protein
vitamin A
calcium
B-vitamins
vitamin C
strong bones and teeth
energy
strong muscles
heal
healthy skin and eyes

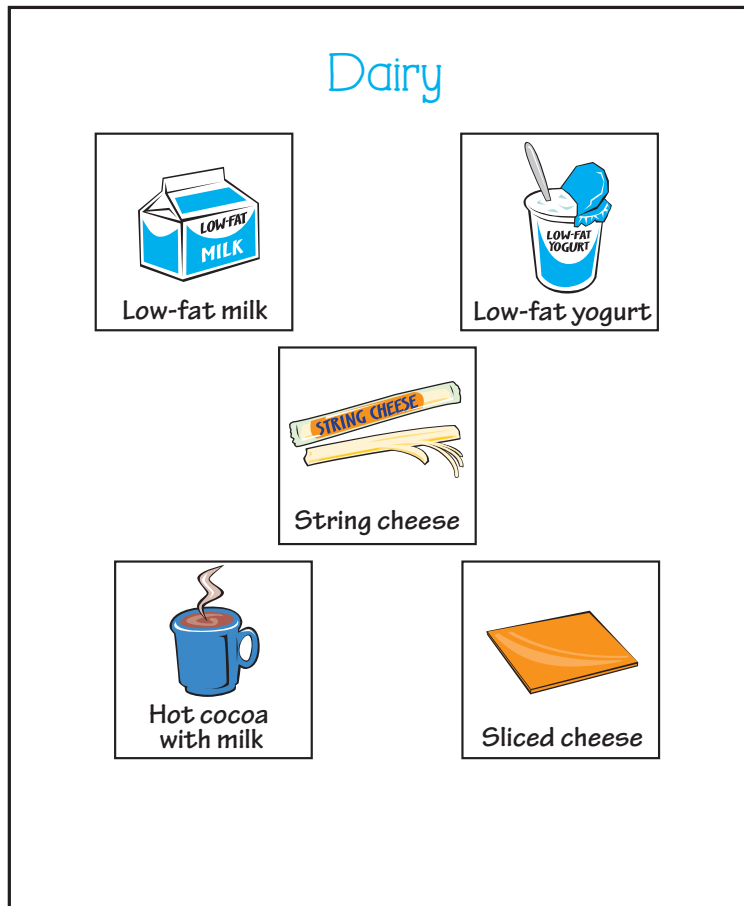
Food and Physical-Activity Experts**Directions:**

You have been assigned into one of seven groups—one for each food group, one for “extras” and one for physical activity. You will work as a team to make a poster of your assigned topic.

1. Gather poster paper and colored markers or crayons.
2. Title your poster the name of the food group, “extras” or physical activity, depending on which you have been assigned.

Example: DAIRY or PHYSICAL ACTIVITY

3. Each student should individually draw his or her favorite food or physical activity from the assigned group on a 4” x 4” piece of paper. All the drawings should be different. Label the name of the food or physical activity under the picture you draw.
4. Once you finish your drawing, glue it onto the poster.
5. Leave extra space at the bottom of the poster for the Lesson 2 activity.
6. Turn to resource Pages 34–35 to help you complete this activity.

Example:

Leave extra space at the bottom of the poster for the Lesson 2 activity.

What I Learned

Directions:

1. With your previously assigned poster group, return to the poster you made in the previous lesson.
2. On the bottom of your poster, write the name of the main nutrient and the health benefit for the food group you were assigned.
 - a. If you were assigned “extras,” write “No Main Nutrients” and “No Health Benefits.”
 - b. If you had physical activity, write the recommended number of minutes needed each day.

Pulling It Together

1. Your best friend doesn't believe it is important to eat a variety of foods from all five food groups every day. Write a paragraph persuading your friend to eat a variety of foods from all five food groups every day.

2. Choose a moderate-vigorous level physical activity that you will do at recess today.



Serving Size

Directions:

1. Look at the hand symbols and measurements below the pictures of the foods.
2. Determine if each picture of the food is a 1/2 serving, 1 serving or 2 servings.
3. Fill in the bubble for the correct serving size that matches the picture.
4. Refer to the chart on Page 13 for help.



Apple

One handful
(1/2 medium apple)



- 1/2 serving
- 1 serving
- 2 servings



Fish fillets

Two palms
(6 ounces)



- 1/2 serving
- 1 serving
- 2 servings



Cereal, milk, berries

Cereal:
One fist
(1 cup)

Milk:
One fist
(1 cup)

Berries:
One handful
(1/2 cup)



- | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="radio"/> 1/2 serving | <input type="radio"/> 1/2 serving | <input type="radio"/> 1/2 serving |
| <input type="radio"/> 1 serving | <input type="radio"/> 1 serving | <input type="radio"/> 1 serving |
| <input type="radio"/> 2 servings | <input type="radio"/> 2 servings | <input type="radio"/> 2 servings |



Rice

One handful
(1/2 cup)



- 1/2 serving
- 1 serving
- 2 servings



Carrots

One fist
(1 cup)



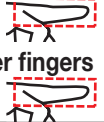
- 1/2 serving
- 1 serving
- 2 servings



Macaroni, cheese

Macaroni:
One handful
(1/2 cup)

Cheese:
Two pointer fingers
(3 ounces)



- | | |
|-----------------------------------|-----------------------------------|
| <input type="radio"/> 1/2 serving | <input type="radio"/> 1/2 serving |
| <input type="radio"/> 1 serving | <input type="radio"/> 1 serving |
| <input type="radio"/> 2 servings | <input type="radio"/> 2 servings |

Summing Up Sarah's Servings

Directions:

1. Review the list of foods Sarah ate below.
2. Fill in the number of servings Sarah had today in the chart labeled "Servings Chart."

SARAH'S DAILY MEALS

Breakfast—cereal, milk, banana

Lunch—½ turkey sandwich (one slice of bread, turkey, mayonnaise), carrot sticks, punch

Snack—crackers

Dinner—stir-fried chicken (chicken, noodles, vegetables), rice, water

Snack—yogurt parfait (low-fat yogurt, strawberries, granola)

All foods listed above are 1 serving.

SERVINGS CHART

	Dairy Milk, Yogurt, Cheese	Vegetables	Fruits	Grains Breads, Cereals, Pasta	Protein Meat, Beans, Nuts	"extras"
				Example: Cereal		
Total Servings						
Daily Recommended Number of Servings	3	3	2	6	2	

For each glass of water consumed, check a box:

What I Learned

Directions:

1. Use the chart above to write the letter below.
2. Write a letter to Sarah explaining the importance of eating the recommended number of servings from each food group every day. Include an example of a food group in which Sarah's recommended amount of servings was not met. Identify a food that Sarah could add to meet her daily recommended amount.

Dear _____,

Sincerely, _____





Name: _____ Return by: _____






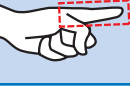

Family Activity

Serving sizes can be challenging. In this activity you will learn to compare serving sizes to hand symbols, which are easy visuals and give reasonable estimates of the correct serving sizes.

Directions:

Teach someone in your family what the right-size serving is for each food at a meal using the hand symbol chart.

1. Write down the foods that were a part of your family's dinner. Fill in the hand symbols for all of the foods.
2. Show your family members what the correct serving size is for each food at the dinner table.
3. Have your family practice the hand symbols with you. Share the chart with your family as well.

Foods Eaten For Dinner	Hand Symbol For Foods	Food	Serving Size	Hand Symbol
Example: Burrito (cheese, beans, tortilla, salsa)	one pointer finger of cheese, one handful of beans, one flat hand for one tortilla, one-half of a handful of salsa	Dry cereal, milk, yogurt, vegetables	One fist 1 cup	
		Chicken, beef, fish, pork	Palm 3 ounces	
		Noodles, rice, oatmeal	Handful ½ cup	
		Salad	Two fists 2 cups	
		Peanut butter	Thumb 1 tablespoon	
		Cheese	Pointer finger 1½ ounces	
		Slice of whole-wheat bread	Flat hand 1 slice	

Student signature: _____ Parent signature: _____





Nombre: _____ Fecha de entrega: _____

Actividad Familiar

Calcular las porciones puede ser todo un reto. Con esta actividad aprenderás a comparar los tamaños de las porciones con símbolos de las posiciones de las manos, que son figuras visuales fáciles de entender y te dan un estimado razonable de los tamaños correctos de la porción.

Instrucciones:

Enséñale a alguien en tu familia a calcular el tamaño correcto de una porción de cada alimento que se sirva en la comida, utilizando la tabla de símbolos de posiciones de las manos.


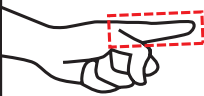



















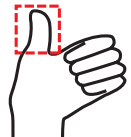
1. Escribe lo que cenaste con tu familia. Completa en la tabla los símbolos con las manos para todos los alimentos.
2. Enséñale a los miembros de tu familia la porción correcta para cada alimento que cenaron.
3. Pídele a tu familia que practique contigo los símbolos de las manos. También comparte con ellos la tabla.

Alimentos que Cenaron	Símbolo con las Manos para los Alimentos	Alimento	Tamaño de la Porción	Símbolo
Ejemplo: Burrito (queso, frijoles, tortilla, salsa)	un dedo índice de queso, un puñado de frijoles, una mano abierta para una tortilla, medio puñado de salsa	Cereal seco, leche, yogur, verduras	Un puño 1 taza	
		Pollo, carne, pescado, puerco	Palma 3 onzas	
		Tallarines, arroz, avena	Puñado ½ taza	
		Ensalada	Dos puños 2 tazas	
		Crema de cacahuete	Pulgar 1 cucharada	
		Queso	Dedo índice 1½ onzas	
		Rebanada de pan integral	Mano abierta 1 rebanada	

Firma del estudiante: _____

Firma del padre: _____

Serving-Size Comparison Chart

FOOD	SYMBOL	COMPARISON	SERVING SIZE
Dairy – Milk, Yogurt, Cheese			
Cheese (string cheese)	 	Pointer finger	1½ ounces
Milk and yogurt (glass of milk)	 	One fist	1 cup
Vegetables			
Cooked carrots	 	One fist	1 cup
Salad (bowl of salad)	 	Two fists	2 cups
Fruits			
Apple	 	One fist	1 medium
Canned peaches	 	One fist	1 cup
Grains – Breads, Cereals, Pasta			
Dry cereal (bowl of cereal)	 	One fist	1 cup
Noodles, rice, oatmeal (bowl of noodles)	 	Handful	½ cup
Slice of whole-wheat bread	 	Flat hand	1 slice
Protein – Meat, Beans, Nuts			
Chicken, beef, fish, pork (chicken breast)	 	Palm	3 ounces
Peanut butter (spoon of peanut butter)	 	Thumb	1 tablespoon

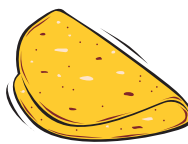
Low-fat vanilla yogurt



Nutrition Facts		
1 serving per container		
Serving size	6 oz (170g)	
Amount Per Serving		
Calories	140	
%Daily Value*		
Total Fat	2g	3%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	110mg	5%
Total Carbohydrate	24g	9%
Dietary Fiber	0g	0%
Total Sugars	23g	
Includes	11g Added Sugars	23%
Protein	8g	
Vitamin D	~	~%
Calcium	291mg	20%
Iron	0mg	0%
Potassium	370mg	8%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Corn tortilla



Nutrition Facts		
10 servings per container		
Serving size	2 tortillas	
Amount Per Serving		
Calories	120	
%Daily Value*		
Total Fat	1.5g	2%
Saturated Fat	0g	
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	85mg	3%
Total Carbohydrate	24g	8%
Dietary Fiber	3g	11%
Total Sugars	0g	
Includes	0g Added Sugars	0%
Protein	3g	
Vitamin D	~	~%
Calcium	40mg	4%
Iron	0.8mg	4%
Potassium	45mg	1%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Raisins



Nutrition Facts		
1 serving per container		
Serving size	1/4 cup (41g)	
Amount Per Serving		
Calories	120	
%Daily Value*		
Total Fat	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	10mg	0%
Total Carbohydrate	32g	12%
Dietary Fiber	2g	7%
Total Sugars	27g	
Includes	0g Added Sugars	0%
Protein	1g	
Vitamin D	~	~%
Calcium	25mg	2%
Iron	0.8mg	4%
Potassium	298mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

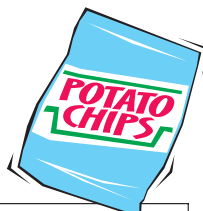
Cooked broccoli



Nutrition Facts		
6 serving per container		
Serving size	1/2 cup (92g)	
Amount Per Serving		
Calories	27	
%Daily Value*		
Total Fat	0.3g	0%
Saturated Fat	0.1g	0%
Trans Fat	~	
Cholesterol	0mg	0%
Sodium	32mg	1%
Total Carbohydrate	5.6g	2%
Dietary Fiber	2.6g	10%
Total Sugars	1.1g	
Includes	0g Added Sugars	0%
Protein	8g	
Vitamin D	~	~%
Calcium	31.2mg	3%
Iron	0.5mg	3%
Potassium	229mg	10%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Potato chips



Nutrition Facts		
9 serving per container		
Serving size	12 chips (28g)	
Amount Per Serving		
Calories	160	
%Daily Value*		
Total Fat	10g	13%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	150mg	7%
Total Carbohydrate	15g	6%
Dietary Fiber	1g	5%
Total Sugars	less than 1g	
Includes	0g Added Sugars	0%
Protein	2g	
Vitamin D	~	~%
Calcium	8mg	0%
Iron	1mg	2%
Potassium	350mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Low-fat milk



Nutrition Facts		
4 serving per container		
Serving size	1 cup (245g)	
Amount Per Serving		
Calories	105	
%Daily Value*		
Total Fat	2.5g	4%
Saturated Fat	1.5g	8%
Trans Fat	0g	
Cholesterol	15mg	5%
Sodium	130mg	5%
Total Carbohydrate	13g	4%
Dietary Fiber	0g	0%
Total Sugars	12g	
Includes	0g Added Sugars	0%
Protein	8g	
Vitamin D	2.5mcg	25%
Calcium	300mg	30%
Iron	0.12mg	0%
Potassium	397mg	10%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Label and Nutrient Trackers

Directions:

- 1. Review each food label on Page 14.
- 2. Circle the calcium on each label on Page 14.
- 3. Answer the questions below.

- 1. What is the serving size for raisins? _____
- 2. Which food contains 160 calories? _____
- 3. Which food has 4 servings per container? _____
- 4. Which food has the highest amount of calcium? _____
How much calcium does it have? _____
- 5. How many servings of broccoli would you have to eat to get the same amount of calcium as in one glass of milk? _____

What I Learned

Directions:

Your parents may not understand why it is important to look at a food label.

- 1. Below, explain what you would say to your parents about why it is important to look at a food label.
- 2. Be sure to include examples from a food label to support your explanation. You can use a sample label from Page 14 or one that you brought in.





Name: _____ Return by: _____

Family Activity

Directions:

1. Ask your child to circle each of the following on the Nutrition Facts food label.

- Serving size
- Number of servings per container
- Calories per serving
- Main nutrients, especially calcium

2. Ask your child the following:

- a. What food group does yogurt belong to? _____
- b. What is the main nutrient of that food group? _____
- c. What is the health benefit of that main nutrient? _____

3. Pick four items from your refrigerator and four items from your cupboard.

- a. Organize foods from the highest amount of calcium to the lowest amount of calcium using the Nutrition Facts food labels.
- b. In the boxes below, write the answers for the food with the highest and lowest amount of calcium on the Nutrition Facts foods labels.

Low-fat vanilla yogurt

Nutrition Facts		
1 serving per container		
Serving size	6 oz (170g)	
Amount Per Serving		
Calories	140	
%Daily Value*		
Total Fat	2g	3%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	110mg	5%
Total Carbohydrate	24g	9%
Dietary Fiber	0g	0%
Total Sugars	23g	
Includes	11g	Added Sugars 23%
Protein	8g	
Vitamin D	~	~%
Calcium	291mg	20%
Iron	0mg	0%
Potassium	370mg	8%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Food with the highest percentage of calcium

Name of food _____

Food group _____

Serving size _____

Servings per container _____

Percent calcium _____

Food with the lowest percentage of calcium

Name of food _____

Food group _____

Serving size _____

Servings per container _____

Percent calcium _____

Think of foods you can eat every day that provide calcium. Write down foods at home or that you can buy at the store that are sources of calcium. Use this list and the labels on foods at home for ideas.

Parents, add these to your shopping list!

- | | |
|--|---|
| <input type="checkbox"/> Fruit with yogurt dip | <input type="checkbox"/> Quesadilla with salsa |
| <input type="checkbox"/> Crackers with cheese | <input type="checkbox"/> Fruit, cheese and whole-wheat crackers |
| <input type="checkbox"/> Pudding | <input type="checkbox"/> Oatmeal made with milk |
| <input type="checkbox"/> Fruit and yogurt smoothie | <input type="checkbox"/> My own idea: _____ |
| <input type="checkbox"/> Bean and cheese burrito | _____ |



Student signature: _____ Parent signature: _____





Nombre: _____ Fecha de entrega: _____

Actividad Familiar

Instrucciones:

1. Pídale a su hijo(a) que circule lo que se indica en los Datos Nutricionales de la etiqueta de comida.

- Tamaño de la porción
- Cantidad de porciones por empaque
- Calorías en cada porción
- Nutriente principal, especialmente el calcio

2. Pregúntele a su hijo(a) lo siguiente:

- ¿A qué grupo alimenticio pertenece el yogur? _____
- ¿Cuál es el nutriente principal de ese grupo alimenticio? _____
- ¿Qué beneficio tiene ese nutriente para la salud? _____

3. Elige cuatro alimentos de tu refrigerador y cuatro de tu alacena.

- Lee las etiquetas de Datos Nutricionales y acomoda los alimentos de acuerdo a su contenido de calcio, primero los que tienen más calcio y al último los que tienen menos.
- En los cuadros de abajo escribe las respuestas para el alimento con más calcio y el de menos calcio, según lo indican sus etiquetas de Datos Nutricionales.

Yogur de vainilla bajo en grasa

Nutrition Facts		
1 serving per container		
Serving size	6 oz (170g)	
Amount Per Serving		
Calories	140	
%Daily Value*		
Total Fat	2g	3%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	110mg	5%
Total Carbohydrate	24g	9%
Dietary Fiber	0g	0%
Total Sugars	23g	
Includes	11g Added Sugars	23%
Protein	8g	
Vitamin D	~	~%
Calcium	291mg	20%
Iron	0mg	0%
Potassium	370mg	8%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Alimento con el mayor contenido de calcio

Nombre del alimento _____

Grupo alimenticio _____

Tamaño de la porción _____

Porciones por empaque _____

Porcentaje de calcio _____

Alimento con el menor contenido de calcio

Nombre del alimento _____

Grupo alimenticio _____

Tamaño de la porción _____

Porciones por empaque _____

Porcentaje de calcio _____

Piensa en los alimentos que puedes comer cada día que te proporcionan calcio. *Escribe los alimentos que tienes en casa o que puedes comprar en la tienda, que son una buena fuente de calcio. Utiliza la lista de abajo y las etiquetas en los empaques de alimentos para tomar ideas.*

Padres de familia, ¡agreguen estos alimentos a su lista del mandado!



- | | |
|--|---|
| <input type="checkbox"/> Fruta con aderezo de yogur | <input type="checkbox"/> Quesadilla con salsa |
| <input type="checkbox"/> Galletas con queso | <input type="checkbox"/> Fruta, queso y galletas integrales |
| <input type="checkbox"/> Pudín | <input type="checkbox"/> Avena hecha con leche |
| <input type="checkbox"/> Licuado de fruta y yogur | <input type="checkbox"/> Mi propia idea: _____ |
| <input type="checkbox"/> Burrito de frijoles y queso | _____ |

Firma del estudiante: _____ Firma del padre: _____

What's on the Menu?

You have just bought a restaurant and you want to create something special for your new grand opening.

Directions:

1. On the lines below, create a new dinner special for your menu.
Be sure to list all of the foods and beverages required to complete this special meal.
2. Tally the foods you have represented in your meal. Fill in a bubble for each serving.
3. Determine what is missing to make the meal balanced.

1. Create a new dinner special:

_____	_____
_____	_____
_____	_____
_____	_____

2. Tally the foods you have represented in your dinner:

Dairy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“extras”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If your dinner is balanced, with all “5 out of 5” food groups represented, great job!
Write the word “balanced” on the lines below.

If your dinner is not balanced, what food(s) could you add to make it a “5 out of 5” balanced meal? Name the food group, main nutrient(s) and health benefit(s) of the food(s) you added.

Need to add:

Food Group:

**Main Nutrient
and Health Benefit:**

_____	_____	_____
_____	_____	_____
_____	_____	_____



What I Learned

You always give information on your restaurant's menu so that your guests have all of the facts they need in order to make healthy choices.

Directions:

1. Explain to your guests why your new dinner special on Page 19 should be a part of your guests' choice. Be sure to include why it is important to eat a balanced dinner.

Super Snacks

Directions:

1. Look at the snack choices below.
2. Circle all the snacks that are healthy.



Low-fat yogurt



Fruit roll-up



Doughnut



Carrots

1. Why are the snack(s) you circled a healthy choice?

2. Which snack(s) in the pictures above are not food-group food(s)? What could you trade for a healthier choice?

Food: _____ Trade: _____

Food: _____ Trade: _____



Name: _____ Return by: _____

Student Activity

Directions:

1. Write down the foods and beverages you ate for dinner tonight on the Food and Beverage Record below.

DINNER	DINNER FOOD AND BEVERAGE CHOICES	Dairy Milk, Yogurt, Cheese	Vegetables	Fruits	Grains Breads, Cereals, Pasta	Protein Meat, Beans, Nuts	"extras"
	Food Name	Serving	Serving	Serving	Serving	Serving	Serving
	BEVERAGE						
	YOUR TOTAL SERVINGS						

For each glass of water consumed, check a box:

Family Activity

Directions:

- With your child, review the foods he or she ate for dinner.
- Student**—Interview the adult, asking him or her the following questions and recording his or her answers:
 - Did you like the dinner? ____ Why or why not? _____
 - Would you change anything in this meal? ____ If yes, what? _____
 - With your child, try to determine if this was a balanced meal. Ask your child what makes a balanced dinner using the “5 out of 5” model. If it was not a balanced dinner, what needs to be added to it to make it balanced? _____
 - Did you help prepare the meals when you were a child? _____
 - What was your favorite meal as a child? Describe the meal and foods. _____

Our Family Plan

The first and most important place where healthful food attitudes and habits are learned is in the home. Children learn best by doing—so let’s get them more involved! Set up a goal that your family would like to work on.

1. Fill in the blanks below.

_____ and _____ will make the following healthy choices this week.
(FAMILY MEMBER NAME) (STUDENT NAME)

2. Select the healthy choices you will work on for your goal:

- | | | | |
|--|--|---|---------------------------------------|
| <input type="checkbox"/> Cook together | <input type="checkbox"/> Drink fewer soft drinks and more milk and water | <input type="checkbox"/> Be more physically active | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Have all five food groups at dinner | <input type="checkbox"/> Plan meals together | <input type="checkbox"/> Choose food-group foods for snacks | _____ |

Student signature: _____ Parent signature: _____





Nombre: _____ Fecha de entrega: _____

Actividad del Estudiante

Instrucciones:

1. Escribe lo que comiste y bebiste esta noche para la cena en el Registro de Alimentos y Bebidas de abajo.

	ALIMENTOS Y BEBIDAS ELEGIDAS	Lácteos Leche, Yogur, Queso	Verduras	Frutas	Granos Panes, Cereales, Pasta	Proteína Carne, Frijoles, Nueces	"extras"
	Nombre del alimento	Porción	Porción	Porción	Porción	Porción	Porción
CENA							
BEBIDA							
TOTAL DE PORCIONES							

Por cada vaso de agua que tomes, marca un cuadro:

Actividad Familiar

Instrucciones:

- Junto a su hijo(a), analicen los alimentos que él/ella comió para la cena.
- Estudiante**—Entrevista a un adulto haciéndole las siguientes preguntas y anotando sus respuestas:
 - ¿Te gustó la cena? _____ ¿Por qué o por qué no? _____
 - ¿Cambiarías algo de esta comida? _____ Sí respondes que sí, ¿qué cambiarías? _____
 - Con su hijo, trate de determinar si esta comida fue balanceada. Pregúntele a su hijo qué significa lograr una comida balanceada usando el modelo "5 de 5". Si la cena no estuvo balanceada, ¿qué habría que añadirle para que estuviera balanceada? _____
 - Cuando usted era niño(a), ¿ayudaba a preparar la comida? _____
 - ¿Cuál era su comida favorita cuando era niño(a)? Describa la comida y los alimentos. _____

Nuestro Plan Familiar

El hogar es el sitio más importante donde se aprenden actitudes y hábitos saludables en torno a la alimentación. Los niños aprenden mejor cuando se les involucra, así que ¡vamos integrándolos! Propónganse una meta en la que puedan trabajar en familia.

1. Complete los espacios vacíos de abajo.

_____ y _____ van a elegir hacer las siguientes actividades saludables esta semana.
(NOMBRE DEL FAMILIAR) (NOMBRE DEL ESTUDIANTE)

2. Selecciona las actividades saludables que realizarás esta semana como meta:

- | | | | |
|---|---|--|-------------------------------------|
| <input type="checkbox"/> Cocinar juntos | <input type="checkbox"/> Beber menos sodas y más leche y agua | <input type="checkbox"/> Ser más físicamente activo(a) | <input type="checkbox"/> Otro _____ |
| <input type="checkbox"/> Incluir todos los cinco grupos alimenticios en la cena | <input type="checkbox"/> Planear juntos las comidas | <input type="checkbox"/> Elegir bocadoillos de los grupos alimenticios | _____ |

Firma del estudiante: _____

Firma del padre: _____

Is It Balanced?

Directions:

1. Review the three breakfast options below.
2. Circle the breakfast that is the best choice, using the "3 out of 5" model as a guide.
3. Answer the question below the pictures. You will need to refer back to the pictures for help.

Picture #1



Slice of whole-wheat bread, peanut butter, melon, low-fat yogurt

Picture #2



Omelet (eggs, vegetables, cheese), apple juice

Picture #3



Oatmeal with nuts, water

1. Write two sentences describing why the breakfast you picked was the best choice.

Physical Activity

Directions:

1. Look at the chart below and add up the number of minutes of moderate-vigorous level physical activity each student did in one day.
2. Decide if the recommended amount of physical activity was met. (circle one) **Yes** **No**
3. If the student did NOT meet the recommended number of minutes for the day, fill in an example of a moderate-vigorous level physical activity that he or she could do.

STUDENT ACTIVITIES	Total minutes of Moderate-Vigorous Level Physical Activity for the day for each student	Did each student meet the recommended amount of Moderate-Vigorous Level Physical Activity for the day?	If not, what Moderate-Vigorous Level Physical Activity could each student add?
Example: Frank: • 30 minutes playing video games • 15 minutes skateboarding • 30 minutes playing football	45	Yes <input checked="" type="radio"/> No	Eg. Play basketball
Kelly: • 45 minutes playing soccer • 15 minutes watching TV • 15 minutes walking home from school • 30 minutes playing tag with her brother		Yes No	
Mary: • 45 minutes shopping • 15 minutes playing cards • 15 minutes running to catch up with her mother		Yes No	
David: • 15 minutes rollerblading • 30 minutes dancing • 30 minutes playing tennis		Yes No	

What I Learned

Directions:

1. Read the letter below that Abby wrote to you.
2. On the lines underneath the letter, give Abby advice on her problem.

Hi,

I am 9 years old, and lately I have been really tired. I can't seem to concentrate when I am in school. I get up every morning at 7:30 a.m., take a shower and brush my hair and teeth. I race off to school, which starts at 8 a.m. I am never late! Once I'm in class, I get distracted easily, and I can't seem to pay attention to what my teacher is saying. By recess, I am so tired; all I do is watch my best friends play soccer.

After school, I have to walk my sister home. When we get home, we watch TV and play games on the computer until my parents get home and make us dinner. Because we are so busy watching TV and playing on the computer, we don't really have time to be physically active.

I am tired and feeling so sluggish and uninterested. Help! How can I pay more attention in class and not feel so tired all of the time?

Sincerely,
Abby

Dear Abby,

Best of luck!





Name: _____ Return by: _____

Student Activity

1. Sometimes you or someone in your family may not eat breakfast. What might make it hard to eat breakfast every day?

2. Check the reasons why eating breakfast is important:

- Helps you learn better
- Helps keep your body at a healthy weight
- Helps you be less absent and tardy
- Improves your scores on tests
- Helps you be less tired, sleepy or cranky

**answer at bottom of page*

Family Activity

1. A balanced breakfast has foods from “3 out of 5” of the food-group groupings to give you energy all morning. Pick three foods, including at least one from each of the following food groups:

- Grains _____
- Vegetables OR Fruits _____
- Dairy OR Protein _____

2. List three ideas for ways you and your family members can make time to have breakfast every day:

1. _____
2. _____
3. _____

HELPFUL HINTS FOR BUSY PARENTS

- **Make breakfast the last thing you do in the morning.** Children are ready to eat once they are fully awake.
- **Join your child for breakfast.** Children learn best by your example of positive behavior.
- **Mix up breakfast.** Dinner fare can become breakfast food. How about leftover pizza or pasta for breakfast?
- **Keep breakfast simple.** Try quick “go-together” foods like cereal and milk, toast with peanut butter, a hard-cooked egg and bagel.

Students, circle foods you would like to have at home for breakfast.

Try something different, fun and easy for your family:

- | | | |
|------------------------|-----------------------------------|-------------------------------------|
| Fruit, fresh or canned | Fruit smoothie | Toaster waffle with fruit or yogurt |
| String cheese | Oatmeal with applesauce | Cereal with milk and fruit |
| Hard-cooked eggs | Peanut butter and banana sandwich | Quesadilla |
| Yogurt | | |
| Other: _____ | | |

Remember to check HealthyEating.org/Recipes for tips, recipes and snack ideas.

Student signature: _____ Parent signature: _____





Nombre: _____ Fecha de entrega: _____

Actividad del Estudiante

1. Es posible que a veces tú o alguien de tu familia no desayune. ¿Qué es lo que puede dificultar que desayunes todos los días?

2. Marca los motivos por los que es importante desayunar:

- | | |
|--|--|
| <input type="checkbox"/> Te ayuda a aprender mejor | <input type="checkbox"/> Te ayuda a mantener un peso adecuado |
| <input type="checkbox"/> Te ayuda a tener menos retardos y faltas | <input type="checkbox"/> Mejora tus calificaciones en exámenes |
| <input type="checkbox"/> Te ayuda a estar menos cansado(a), adormilado(a) o de malas | *la respuesta está al final de la página |

Actividad Familiar

1. Un desayuno balanceado tiene “3 de 5” alimentos de los grupos alimenticios para darte energía toda la mañana. *Elige tres alimentos, incluyendo al menos uno de cada uno de los siguientes grupos alimenticios:*

- Granos _____
- Verduras O Frutas _____
- Lácteos O Proteína _____

2. Escribe tres ideas para que tú y los miembros de tu familia tengan tiempo para desayunar todos los días:

1. _____
2. _____
3. _____

CONSEJOS PRÁCTICOS PARA PADRES MUY OCUPADOS

- **Planeen la mañana para que lo último que hagan sea desayunar.** Los niños están listos para comer cuando están completamente despiertos.
- **Siéntese a desayunar con su hijo(a).** Los niños aprenden mejor cuando se les pone el ejemplo de un comportamiento positivo.
- **Desayuno mixto.** Los alimentos de la cena pueden desayunarse; ¿qué tal la pizza que sobró o la pasta para el desayuno?
- **Haga desayunos sencillos.** Pruebe alimentos que van bien juntos, como el cereal con leche, el pan tostado con la crema de cacahuete o un huevo cocido con una rosca bagel.

Estudiantes, circulen los alimentos que les gustaría desayunar:

Prueba algo diferente, divertido y fácil para tu familia:

Fruta, fresca o enlatada	Liculado de frutas	Waffle para tostar con fruta y yogur
Queso para deshebrar	Avena con puré de manzana	Cereal con leche y frutas
Huevos cocidos	Sándwich de crema de cacahuete y plátano	Quesadilla
Yogur		
Otro: _____		

Recuerde visitar **HealthyEating.org/Recipes** para obtener consejos, recetas e ideas para bocadillos.

Firma del estudiante: _____

Firma del padre: _____

Food and Activity Choices

Directions:

1. Review your Daily Food and Beverage Record and the Daily Physical Activity Record on Page 29 that you completed the day before.
2. Fill out the chart below, using your Daily Food and Beverage Record.

	Number of servings I consumed	Number of servings needed	If you did not meet the daily recommended number of servings, what could you do? Give examples.
Dairy – Milk, Yogurt, Cheese			
Vegetables			
Fruits			
Grains – Breads, Cereals, Pasta			
Protein – Meat, Beans, Nuts			
“extras”			

For each glass of water consumed, check a box:

1. Write down the number of minutes of moderate-vigorous level physical activity using your Daily Physical-Activity Record and answer the questions below.

2. Did you meet your recommended daily physical-activity time? (*circle one*) **Yes** **No**
If **Yes**, great job! If **No**, what could you do to reach the recommended daily physical-activity time?

What I Learned

1. Explain why it is important to eat a variety of foods each day. _____

2. Look at your daily food choices to determine where you need to set a goal, and then write your goal below.

3. Use your Daily Physical-Activity Record to set a goal for physical activity.



Directions:

1. You may turn to resource Pages 34–35 to help you complete the record.

2. Be sure to count each food-group food represented in all mixed foods.

Examples: Bean and cheese burrito, cereal with milk.

Daily Food and Beverage Record

	Food Name	Dairy Milk, Yogurt, Cheese	Vegetables	Fruits	Grains Breads, Cereals, Pasta	Protein Meat, Beans, Nuts	“extras”
	Serving	Serving	Serving	Serving	Serving	Serving	Serving
BREAKFAST							
	BEVERAGE						
LUNCH							
	BEVERAGE						
SNACK(S)							
	BEVERAGE						
DINNER							
	BEVERAGE						
Total Daily Servings							
Daily Recommended Number of Servings		3	3	2	6	2	

For each glass of water consumed, check a box:

Daily Physical-Activity Record

Low Level Physical Activity	Minutes	Moderate-Vigorous Level Physical Activity	Minutes
Total Low Level Physical-Activity Minutes		Total Moderate-Vigorous Physical-Activity Minutes	
Recommended Number of Minutes			60



Directions:

1. Answer the three questions below.
2. Circle the correct answer.

1. How many food groups are there? **a.** Four **b.** Five **c.** Six **d.** Seven
2. Does a balanced dinner include five food groups? **Yes** **No**
3. Do all foods fit in a food group? **Yes** **No**

Balancing Food Choices

Directions:

1. Review the list of foods that Kim ate yesterday.
2. For each serving of food:
 - a. List each of Kim’s food choices in the correct food-group column.
 - b. Once all foods are listed, total the number of servings Kim ate for the day for each food group.

KIM’S DAILY MEALS

Breakfast—breakfast sandwich (½ bagel, egg, ham), hashed brown potatoes, punch

Lunch—peanut butter, crackers, celery sticks, cookies

Snack—smoothie (low-fat yogurt, 100% fruit juice, berries), muffin

Dinner—roasted chicken, noodles, green beans, green salad, low-fat milk

Snack—tortilla, melted cheese, soft drink

All foods listed above are 1 serving.

	Dairy Milk, Yogurt, Cheese	Vegetables	Fruits	Grains Breads, Cereals, Pasta	Protein Meat, Beans, Nuts	“extras”
				Example: ½ bagel		
Total Servings						

1. Has the recommended number of daily servings been met for each food group? (*circle one*) **Yes** **No**

If **No**, what is missing? _____

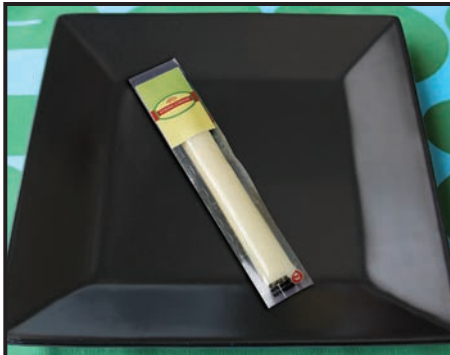


Serving Size

Directions:

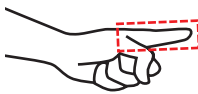
1. Look at the pictures of the foods below.
2. Look at the hand symbols and measurements below the pictures of the foods.
3. Fill in the bubble for the correct serving size that matches the picture.

Example: Look at the picture of the string cheese below. If you ate one string cheese (one pointer finger's worth), you had 1 serving.



EXAMPLE: String cheese

Pointer finger
(1½ ounces)



- ½ serving
 1 serving
 2 servings



Orange

One handful
(½ medium orange)



- ½ serving
 1 serving
 2 servings



Low-fat chocolate milk

One fist
(1 cup)



- ½ serving
 1 serving
 2 servings



Whole-wheat bread

Two flat hands
(2 slices)



- ½ serving
 1 serving
 2 servings



Green beans

One fist
(1 cup)



- ½ serving
 1 serving
 2 servings



Chicken

Palm
(3 ounces)



- ½ serving
 1 serving
 2 servings

Physical Activity

1. How many minutes each day should you have of moderate-vigorous physical activity?
(fill in correct bubble)

15 minutes
 30 minutes
 45 minutes
 60 minutes
 75 minutes

PHYSICAL-ACTIVITY CHART

Directions:

1. Look at the chart and add up the number of minutes of moderate-vigorous level physical activity each student did in one day.
2. Decide if the recommended amount of physical activity was met. Circle **Yes** or **No**.
3. If a student did NOT meet the recommended amount of minutes for the day, fill in an example of a moderate-vigorous level physical activity he or she could do.



STUDENT ACTIVITIES	Total minutes of Moderate-Vigorous Level Physical Activity for the day for each student	Did each student meet the recommended amount of Moderate-Vigorous Level Physical Activity for the day?	If not, what Moderate-Vigorous Level Physical Activity could each student add?
<p>Example:</p> <p>Grace:</p> <ul style="list-style-type: none"> • 30 minutes playing soccer • 30 minutes listening to music • 30 minutes on the computer 	30	Yes <input checked="" type="radio"/> No	Eg. Roller-skating
<p>Sam:</p> <ul style="list-style-type: none"> • 60 minutes playing football • 30 minutes watching television • 15 minutes walking 		Yes <input type="radio"/> No	
<p>Kelly:</p> <ul style="list-style-type: none"> • 20 minutes running • 20 minutes playing video games • 30 minutes rollerblading 		Yes <input type="radio"/> No	
<p>Emma:</p> <ul style="list-style-type: none"> • 30 minutes shopping • 45 minutes dancing • 20 minutes playing board games • 30 minutes playing tennis 		Yes <input type="radio"/> No	



Main Nutrients and Health Benefits

Directions:

1. Read the paragraph below and fill in the blanks with the correct answers from the list to the right.

The five food groups are important to have every day because of the main nutrients and their health benefits. The Dairy group provides calcium as its main nutrient as well as many other nutrients our bodies need. We need this nutrient to build _____. The Fruits group's main nutrient is _____. This nutrient is to make sure we can _____ cuts and scratches. The Protein group is important for _____, and the main nutrient _____ is how we get them. The Grains group's main nutrients are _____, and they are important to provide us with _____. The reason we need the Vegetables group is for _____, and the main nutrient is _____.

Possible Answers

- protein
- vitamin A
- calcium
- B-vitamins
- vitamin C
- strong bones and teeth
- energy
- strong muscles
- heal
- healthy skin and eyes



What food and physical-activity changes have you made since you began this program?





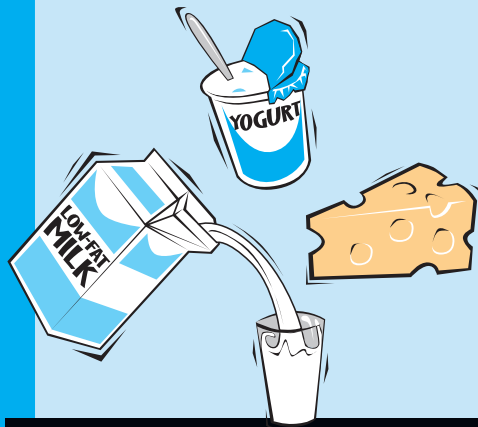
All food and beverage choices matter.

Fuel up with milk at meals or snacks to meet your nutrient needs. Lactose free milk and fortified soy beverages are good choices for those with lactose intolerance.

With the exception of fortified soy beverage, drinks made with almonds and other nuts, rice or coconuts often contain little or no protein and lack other key nutrients for growth.

One hundred percent fruit juices are in the fruit group; limit to no more than 8 ounces daily.

Water does not belong to any food group, but next to air (oxygen), it is the most important substance you need to survive. Water is essential for maintaining body temperature and transporting nutrients through the body. Drink plenty of water between meals.



Dairy – Milk, Yogurt, Cheese

Main Nutrient = Calcium

Why your body needs it:
Strong bones and teeth

- Milk
 - fat-free
 - lactose free
 - low-fat (1%)
 - reduced fat (2%)
- Milk, flavored
 - fat-free
 - low-fat (1%)
 - reduced fat (2%)
- Yogurt
 - fat-free
 - low-fat
- Cheese
 - cheddar cheese
 - cottage cheese
 - Monterey Jack cheese
 - mozzarella or string cheese
- Dairy Desserts
 - frozen yogurt
 - ice cream
 - pudding, custard or flan
- Calcium-fortified soy beverages

Servings per day = 3



Vegetables

Main Nutrient = Vitamin A

Why your body needs it:
Healthy skin and eyes

- Fresh, frozen or canned vegetables
 - artichoke
 - bok choy
 - broccoli
 - cabbage
 - cactus
 - carrots
 - cauliflower
 - corn
 - green beans
 - lettuce or salad
 - peas
 - peppers
 - potato
 - spinach
 - squash
 - sweet potatoes,
 - yams
 - tomato
 - zucchini
- Hash browns
- Oven-baked fries
- Salsa
- Tomato sauce or pizza sauce
- Vegetable juice
- Vegetable soup

Servings per day = 3

No Nutrients = No Health Benefit

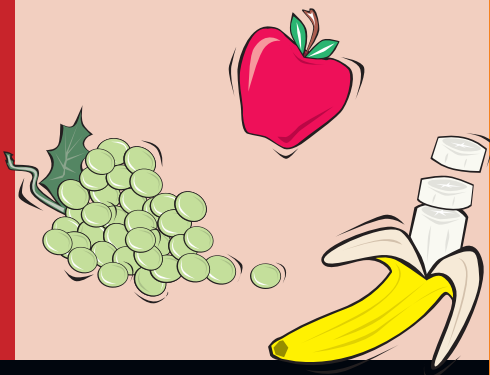
- Soft drinks
- Syrup, honey or sugar
- Mustard or ketchup
- Candy
- Salad dressing or mayonnaise
- Margarine

“extras”

- Cream cheese or sour cream
- Whipped cream
- Butter

“extras”

- Pickles, olives or relish
- Fried onion rings
- Fast-food french fries
- Potato or corn chips



Fruits

Main Nutrient = Vitamin C

**Why your body needs it:
Healing**

Fresh, frozen or canned fruits

- apple
- apricot
- banana
- blueberries
- cantaloupe
- cherries
- grapefruit
- grapes
- honeydew
- kiwi
- mango
- orange
- papaya
- peach
- pear
- pineapple
- plum
- raspberries
- strawberries
- tangerine
- watermelon

100% fruit juice
Cranberries, raisins, dried fruit

Servings per day = 2

Jam or jelly
Fruit roll or fruit snack
Fruit drink or punch
Fruit gelatin



Grains – Breads, Cereals, Pasta

Main Nutrient = B-Vitamins

**Why your body needs it:
Energy**

Breads

- bagel or English muffin
- bun or roll
- cornbread or biscuit
- pita bread
- tortilla (flour or corn)

Cereals

- cereal
- oatmeal
- other cooked cereal

Pasta

- macaroni
- noodles
- spaghetti, other pasta

Rice, brown or white

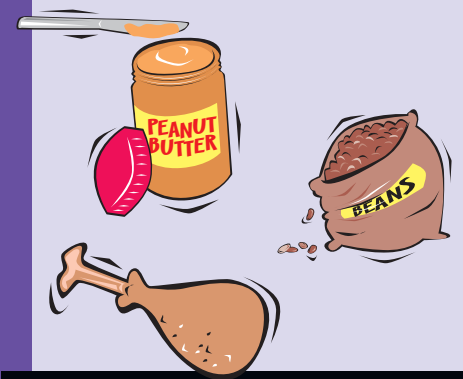
Snack grains

- granola, granola bar
- pancake or waffle
- popcorn
- pretzels
- whole-grain or graham crackers

**Whole-grains are best*

Servings per day = 6

Cookies, cakes or pie
Toaster pastry
Doughnut or pastry



Protein – Meat, Beans, Nuts

Main Nutrient = Protein

**Why your body needs it:
Strong muscles**

Meat

- beef, hamburger
- chicken or turkey
- fish or shrimp
- ham
- lunch meat
- pork chop

Beans

- black
- garbanzo
- kidney
- pinto
- refried beans
- white

Nuts

- almonds
- peanuts, peanut butter
- walnuts

Seeds

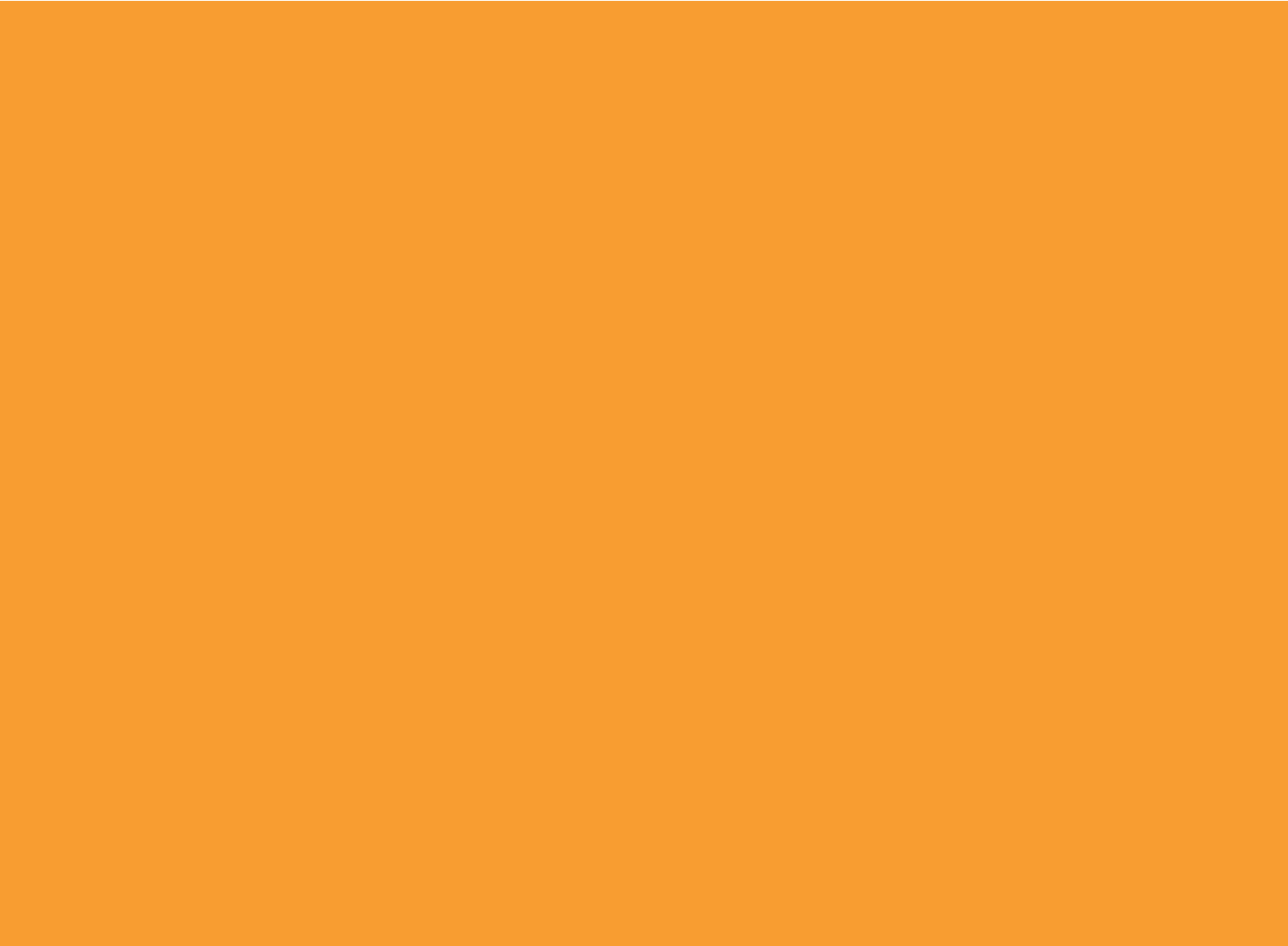
- pumpkin
- sunflower

Chili

- Eggs
- Hummus
- Tofu

Servings per day = 2

Bacon
Beef jerky



This program, brought to you by Dairy Council of California, aligns with the Dietary Guidelines for Americans.

