

Purpose:

Students will learn how to eat healthy and what keeps their bodies strong and healthy. They will also explore the connection between proper nutrition and physical and personal well-being. This issue specifically addresses the topics of MyPlate, eating and planning balanced meals, portion size, serving size, comparing nutritional value of foods with the same protein value, why people tend to eat sugary, fatty, and salty foods, and comparing the nutritional value of snacks.

**Cross Curricular Connections and
Colorado Academic Standards:****4th & 5th Grade Reading, Writing, and
Communicating:**

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

3rd Grade Comprehensive Health:**Physical and Personal Wellness**

- Demonstrate the ability to make and communicate appropriate food choices. (GLE: 3.2.1)

4th Grade Comprehensive Health:**Physical and Personal Wellness**

- Demonstrate the ability to set a goal in order to enhance personal nutrition. (GLE: 4.2.1)
- Describe the connection between food intake and physical health. (GLE: 4.2.2)
- Explain how the dimensions of wellness are interrelated and impact personal health. (GLE: 4.2.3)

5th Grade Comprehensive Health:**Physical and Personal Wellness**

- Demonstrate the ability to make good decisions about healthy eating behaviors. (GLE: 5.2.1)

How to use:

Use this *Colorado Reader* during your reading, science, or social studies time. Another option is to send these items home with your students (or include in

homework/enrichment packets) to complete at home on virtual learning days. Or use during substitute days. Pass out one copy of the *Colorado Reader* to each student. Ask students to read the *Colorado Reader*, completing the activities within the *Reader* as they go. Answers to the activities in the *Reader* are included, should you desire to collect and score responses. To further enhance learning, incorporate any of the additional lessons from the Curriculum Matrix that are identified on below.

Vocabulary:

dairy: all milk products, including milk, yogurt, cheese, etc

diet: the kinds of food that a person, animal or community habitually eats

fruit: the part of a plant that develops from the flower and contains the seeds of the plant

grain: the edible seed or seed-like fruit of grasses that are cereals (such as wheat, corn, and rice)

MyPlate: nutritional guide published by the United States Department of Agriculture (USDA); icon depicting a place setting with a plate and glass divided into five food groups

nutrient: a substance that provides nourishment essential for growth and the maintenance of life

nutrition: the process of providing or obtaining the food necessary for health and growth

portion size: the amount of a particular food eaten during a meal or snack

protein: an essential nutrient responsible for building tissue, cells, and muscle

serving size: the amount of a particular food listed on that food's Nutrition Facts label along with the calorie and nutrient content

vegetable: any edible part of a plant that does not contain seeds

Lesson Plans to go with this Reader:

The Agricultural Literacy Curriculum Matrix is an online, searchable, and standards-based database for K-12 teachers. The Matrix contextualizes national education standards in science, social studies, and nutritional education with relevant instructional resources linked to Common Core Standards. On the back are a few lesson plans that could be used in conjunction with this *Colorado Reader*. Find these lessons and more by searching the [key words](#) on the Curriculum Matrix at CoAgClassroom.org.

Give Me Five! (Grades 3-5): Students examine the five food groups and what state-grown foods fit into each group by making a local connection to good nutrition and a healthy lifestyle. (<https://agclassroom.org/matrix/lesson/236/>)

Grocery Store Problem (Grades 3-8): Students use basic mathematical skills to solve problems related to the cost of food while integrating geography and nutrition to enhance learning. Students analyze grocery ads, assess the nutrition and cost of meals, and explore diets around the world. (<https://agclassroom.org/matrix/lesson/18/>)

Understanding MyPlate (Grades K-8): Students explore appropriate serving sizes and determine how to make healthy dietary decisions by identifying the components of nutrition as illustrated by MyPlate. (<https://colorado.agclassroom.org/matrix/lesson/819/>)

What's on MyPlate? (Grades 3-8): Students explore what it means to eat a healthy diet by comparing the foods they typically eat in a day with the recommendations of MyPlate. (<https://colorado.agclassroom.org/matrix/lesson/410/>)

Additional Lessons for K-12 Instruction:

There are a wide variety of additional FREE ready-to-use lesson plans, companion resources, kits, maps/infographics, and movies/videos for K-12 instruction about nutrition. These are available by scanning the QR code or searching the word nutrition on the Agricultural Literacy Curriculum Matrix available at CoAgClassroom.org.



Answers:

Page 5: What does 25 grams of protein look like?

- Answer 1: 25 g
- Answer 2: 1 2/3 cups
- Answer 3: Quinoa
- Answer 4: 50 g
- Answer 5: 395 calories; 33.3 g of protein

Page 6: Nutritional Value of Snack Items

- Answer 1: Original Beef Jerky
- Answer 2: Skittles Candy
- Answer 3: Strawberries and Original Beef Jerky

Additional Resource:

Colorado Beef Council: The Colorado Beef Council (CBC) manages demand and consumer confidence building programs for Colorado's \$4.46 billion beef industry. CBC operates under the guidance of its Board of Directors who are appointed by the Governor of the state of Colorado and represent the cattle raiser, cattle feeder, dairy, beef distributor, beef marketer, and beef processor segments of the industry. Funded by the \$1 per head beef checkoff assessment on all cattle sold in the state, CBC retains half of each dollar collected for state level education, nutrition, marketing/promotion, and communication programs and forwards the other half to the Cattlemen's Beef Board for national level programs. USDA-Ag Marketing Service provides oversight for all CBB and CBC programs, services, and business activities. For more information and additional classroom resources, visit www.cobeef.com.

Food Item	MyPlate Category	Measurement	Comparison
Chopped vegetables	<i>Vegetable</i>	½ cup	Computer mouse
Fresh fruit	<i>Fruit</i>	½ cup	7 cotton balls
Raw, leafy vegetables	<i>Vegetable</i>	1 cup	A baseball
Cooked rice or pasta	<i>Grains</i>	½ cup	Cup cake liner
String cheese	<i>Dairy</i>	2 oz.	Tube of chapstick or lipstick
Hard cheese	<i>Dairy</i>	1 ½ oz.	A 9-volt battery
Meat	<i>Protein</i>	2-3 oz.	A deck of playing cards
Salad dressing	<i>None - Fat</i>	2 T.	A ping pong ball
Milk or Yogurt	<i>Dairy</i>	1 cup	A baseball
Apple or peach	<i>Fruit</i>	1 medium	A tennis ball
Ice cream	<i>Dairy</i>	½ cup	A tennis ball
Mashed potatoes	<i>Vegetable</i>	1 cup	A fist
Butter	<i>Dairy</i>	1 t.	A postage stamp
Nuts	<i>Protein</i>	1 oz.	Amount you can hold in one hand
Peanut butter	<i>Protein</i>	2 T.	The size of two thumbs