



GRADE 4

Farm to School Lesson Plan

Topic: Food and Nutrition—Healthy Portion Sizes (suggested month: **December**)

Monthly Essential Question: How much food goes on our plates?

Content Areas Addressed: Science, Health

Standards Addressed:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.4.1)
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS.ELA-LITERACY.RI.4.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.4.1b, c, d)
- Identify the reasons and evidence a speaker provides to support particular points. (CCSS.ELA-LITERACY.SL.4.3)
- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.4.4a, c)
- Describe how family, school, and community environments influence personal health, and identify ways to be healthy. (A.4.2-3)
- Demonstrate the ability to apply decision-making process to health issues (C.4.1); set a personal health goal and track progress toward achievement (C.4.4).
- Support argument with logical conclusions, and ask additional questions that might help focus or further an investigation. (C.4.7-8)

Key Terms: MyPlate

Materials Needed: Food and Nutrition PowerPoint

Writing utensils

Serving size Portion

Blank paper or Draw Your Dinner— worksheet Sampling food and supplies

Introduction: (10 min) *Introduce essential question—How much food goes on our plates? “As we get older, we have more control over and responsibility for the food we eat. Think about a baby that is just starting to eat solid food. Is he able to say, ‘No thanks, I would prefer to have some pears instead of peas today’? Of course not. As a fourth grader, whether it’s at home or in the cafeteria you probably still have someone planning your meals for you. Even though you may not always be able to choose what you eat, you often do have choices about how much you eat. We are going start with a quick activity.” Instruct students to take out writing utensils and pass out blank paper (have students draw an empty plate and glass) or Draw Your Dinner worksheet. “I want you to draw an average dinner on your paper. Not a super special birthday dinner or a Thanksgiving style feast, but what you might have on an average Tuesday. The circle is for your beverage. Write the name of whatever you usually drink for dinner in the circle.” Give students a few minutes to complete. “We’re going to use those plates throughout our lesson today to see how your plate measure up to the experts’ recommendations.”

Development: (15 min) Show MyPlate graphic. “MyPlate is a tool we can use to help us decide how much to eat. MyPlate was designed for the average, healthy kid. This means that it is not perfect for everyone. What are some food issues that might change what your plate might look like compared to the MyPlate graphic? (allergies, vegetarian, health conditions) Since most of you in this room are average, healthy kids, we can use MyPlate to guide our food choices. What do you notice about MyPlate? (colors for food groups, half of plate is fruit and vegetables, dairy in glass, says protein instead of meat, plate in on placemat) Does anyone have an observation of a similarity or difference between your plate and the MyPlate graphic?” Have a few students give answers. “For the second part of our lesson, we’re going to talk about portion sizes. In our country food portions have been growing. The perception of what a normal portion should be has become distorted.” Go through ‘Portion Distortion’ examples to show students the difference between a portion size today and what it was 20 years ago. “Now we are going to watch a video called ‘Healthy Eating – Portion Control’ to learn some easy ways to make sure our meals contain proper portions.”

Sampling & Closure: (5 min) Conduct local fruit or veggie tasting. Instruct each student to take a ‘polite bite’. (eat at least one bite and only say polite things). *Review essential question—How much food goes on our plate? “Today we talked about how much food goes on our plates. We looked at some recommendations from the experts using the MyPlate graphic and saw some examples of how serving sizes have grown. Look back at your plate you created at the beginning of this lesson. On the back of your plate, write one goal you have for modifying your plate. Maybe you’re going to switch your soda for milk or take an extra serving of vegetables. Write something that you think is realistic and doable.” Give students a minute to write goal. “Remember our lesson today as you fill up your plate tonight. You may not be able to choose what you’re having for dinner, but you can make smart choices of how much you’re having for dinner.”



Draw Your Dinner

Use the diagram below to draw what to have for dinner on a normal night.

