



The Pyramid Pantry

9

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain the importance of a balanced diet
- ✓ Explain that the food pyramid is one way to depict a balanced diet
- ✓ Identify the component food groups in a balanced diet

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, categorize and organize facts and information about a balanced diet in a “My Plate” graphic organizer (W.1.8)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “The Pyramid Pantry” (SL.1.2)
- ✓ Add drawings to descriptions of a favorite meal to clarify ideas and thoughts about a balanced diet (SL.1.5)
- ✓ Explain the meaning of “an apple a day keeps the doctor away” and use in appropriate contexts (L.1.6)
- ✓ Prior to listening to “The Pyramid Pantry,” identify orally what they know and have learned about five keys to good health
- ✓ Share writing with others

Core Vocabulary

balanced diet, n. A diet that includes a variety of foods from each of the six food groups—grains, fruits, vegetables, milk, meat and beans, and fats

Example: Jeannette’s father made sure she had a balanced diet by serving a variety of foods throughout the day.

Variation(s): balanced diets

nutrients, n. The parts of food that provide nourishment for the body to stay healthy

Example: Nutrients include minerals, vitamins, and water.

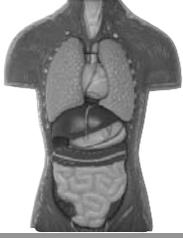
Variation(s): nutrient

pyramid, n. A shape with triangular sides

Example: At the beach the children built a pyramid in the sand.

Variation(s): pyramids

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	chart paper	10
	Brainstorming Links	chart paper, chalkboard, or whiteboard	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Pyramid Pantry		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Balanced Diet	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: An Apple a Day Keeps the Doctor Away		20
	MyPlate Magic	Instructional Master 9B-1; red, green, orange, purple, and blue crayons for each student	



The Pyramid Pantry

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students Dr. Welbody's Five Keys to Health:

1. Eat Well
2. Exercise
3. Sleep
4. Keep Clean
5. Have Checkups

You may wish to display a list on chart paper in your classroom. Ask students to give specific examples of things they do to practice each.

Brainstorming Links

Tell students that today's read-aloud is called "The Pyramid Pantry." Write the word *pyramid* on a piece of chart paper, a chalkboard, or a whiteboard, and tell them that they are going to brainstorm things that come to mind when they hear the word *pyramid*. Instruct students to brainstorm all the words, concepts, phrases, etc., they can think of connected to the word *pyramid*. If students mention the Egyptian pyramids, you might want to say that they will learn more about them in the *Early World Civilizations* domain.

Purpose for Listening

Tell students to listen carefully to see what types of food are served at this Pyramid Pantry.



The Pyramid Pantry

← Show image 9A-1: Chef Steph

1 A pantry is a place to store food, usually a part of, or next to, a kitchen.

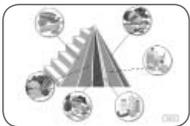
Hi, I'm Chef Steph, a friend of Dr. Welbody's. Welcome to my restaurant, the **Pyramid Pantry**! ¹ Dr. Welbody eats lunch here every day. It is a very cool restaurant, if I do say so myself.

Do you know what a pyramid is? It is a shape with triangular sides. My restaurant is shaped like a pyramid. The menu is like a pyramid, too. The food we serve is delicious. But that's not all—it's nutritious! That means it's good for you!

2 Nutrients are the parts of food that provide the things your body needs.

Have you ever heard of vitamins and minerals? They are **nutrients** that your body needs to stay alive. ² Nutritious foods supply your body with the nutrients you need. They give you the energy you need to play and learn all day. They keep you healthy and help you grow. ³ But not all foods have the same amounts of nutrients. So which foods are the best for you?

3 How are nutrients carried through the body? (through the blood)



← Show image 9A-2: Food pyramid

4 [Point to each stripe as you describe it. Explain to students that there are other shapes and pictures that can help them remember which food groups are healthiest and that they will be learning about another picture later in the day.]

My pyramid menu is one way to help you figure all this out. The foods are divided into groups. Each group has a different-colored stripe on the pyramid: ⁴

- Orange: for grains, like bread and cereal
- Green: for vegetables, like carrots and green beans
- Red: for fruits, like apples and oranges
- Blue: for milk and milk products
- Purple: for meat and beans

Some stripes are wider than others. You should choose most of your foods from the groups with wider stripes, because you need more of these foods to stay healthy. Each stripe gets narrower as it goes up the pyramid. That's because every food group has some foods that are better for you than others.



← **Show image 9A-3: Oils**

5 [Pause for student responses.]

There is one skinny yellow stripe on the pyramid, too. Do you see it? It stands for oils and for fats like butter and mayonnaise. Why do you think this stripe is so skinny?⁵ You need to eat a little oil or fat every day, but not very much. Oils help you grow, keep you warm, protect your bones, help your brain think, and keep your skin and hair healthy. Some oils are better for you than others. For example, olive oil and canola oil are better choices than margarine and mayonnaise.

What do I hear? Is all this talk of food making your tummy growl? That's what happens when you are hungry. If you were very hungry, your legs might feel a little weak. You might even feel a bit cranky. These are signs that your body needs food. Time to look more closely at the pyramid menu!



← **Show image 9A-4: Grains**

6 So, which do you think is better for you: whole wheat bread made from nutrient-filled whole grains, or white bread?

Grains are special types of grasses. Wheat, rice, oats, barley, and rye are all grains. Foods that belong to this group are either whole grains or refined grains. For example, bread is in the grain group. Some breads, like whole wheat bread, are made from whole grains. Other breads, like white bread, are made from refined grains. Refined grains have had most of their healthy parts taken out, whereas whole grains still have all the nutrients your body needs to grow.⁶ Whole wheat bread, brown rice, whole wheat spaghetti, whole wheat crackers, oatmeal, rice cakes, and popcorn (yum!) are all good choices. Always choose smaller amounts of refined-grain foods like white bread, white bagels, and corn flakes. And remember to choose only a little bit of sugary, refined-grain foods like cupcakes, donuts, and sweetened cereals. Too much sugar is not good for your body!

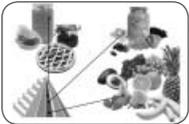


← **Show image 9A-5: Vegetables**

7 [Pause for student responses.]

Look at the picture and tell me what foods you think belong to the next group on the food pyramid.⁷ That's right—it's vegetables! Vegetables come in a rainbow of colors—red, orange, yellow,

green, blue, purple, and white. Did you know that the color of a vegetable tells what it can do for your body? For example, dark green veggies like broccoli and spinach help build strong teeth and bones. Orange vegetables like carrots help you see well. Fried vegetables like onion rings and French fries are less healthy for your body because they are cooked in oil and fat. So, just remember to choose a rainbow of vegetables, raw or cooked (but hardly ever fried), and your body will get the nutrients it needs.



← **Show image 9A-6: Fruit**

8 [Pause for responses and point to the fruits named.]

Raise your hand if you like to eat fruit. Fruits are delicious and come in beautiful colors. Does anyone see one of your favorite fruits in the picture?⁸ Just like vegetables, it is important to choose a rainbow of fruits to get all the nutrients your body needs. The best fruits to choose are fresh fruits like the ones you see in the picture—pineapples, oranges, bananas, grapes, pears and blueberries. Dried fruits and canned fruits, jams and jellies, and fruit pies are all good too; just don't eat too many of them. Can anyone guess why?⁹ That's right—because they often contain sugar.

9 [Pause for student responses.]



← **Show image 9A-7: Milk**

10 [Pause for student responses.]

Look at this picture and tell me what you see.¹⁰ This is the milk group. But, as you can see, it includes other things as well—products made from milk, like cheese and yogurt. These things provide your body with calcium and protein — things it needs to make strong teeth and bones and help you grow.¹¹ It's best to choose low-fat milk and milk foods, like skim milk, low-fat cheese, and low-fat yogurt. Eat fewer fatty or sweet foods like American cheese, frozen yogurt, ice cream, and milk shakes.

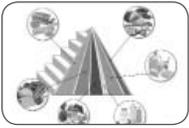
11 What system in your body do your bones belong to? (skeletal system)



← **Show image 9A-8: Meat and beans**

The last group is meat and beans. Beef, pork, chicken, fish, and turkey all belong to this group. But look at the picture. Do you see anything that doesn't seem to belong? Yes, eggs and beans. So, why are they there? They contain protein, just like meat.

These different foods all work in the same way to help your body grow and move because they all contain protein. It's best to eat the meats grilled or roasted instead of fried in fatty cooking oil or butter. That means you should choose smaller amounts of fried chicken, chicken nuggets, hamburgers, and fish sticks.



12 [Pause for student responses.]

← **Show image 9A-9: Food pyramid**

Now we have looked at foods in all six categories, or groups, included in the food pyramid. Can you name the six categories with me?¹² The most important thing to remember is to eat a **balanced diet**. That means you must choose a variety of foods from each food group. Eating only grains or only meats will not provide your body with the nutrients it needs. Your body needs foods from each group on the pyramid to help it grow.

Are you ready to order some healthy meals from Chef Steph's menu? Don't forget: It's important to eat three—that's one, two, three—healthy meals a day, and to eat healthy snacks, too.



← **Show image 9A-10: Breakfast suggestion**

For breakfast, how about oatmeal with some fresh strawberries? Adding a glass of orange juice is a healthy choice as well.



← **Show image 9A-11: Lunch suggestion**

For lunch, may I recommend my roasted turkey sandwich with lettuce and tomato on whole wheat bread? How about some carrot sticks with yogurt dip, followed by an apple? A glass of cold milk is not only a yummy addition, but it is healthy, as well.



← **Show image 9A-12: Dinner suggestion**

And for dinner: three-bean vegetarian chili with a baked sweet potato. For dessert, low-fat pudding with peaches sounds perfect, doesn't it?



← **Show image 9A-13: Collage of healthy snacks**

Snacking between meals is fine as long as you make healthy choices. Which would be better for your body:¹³ ice cream or a

13 [Pause for answers after each question.]

low-fat yogurt with fruit? Potato chips or whole wheat crackers and cheese? A candy bar or an orange? Remember, healthy snacks will give you longer-lasting energy and a healthier body.



14 [Pause for student responses.]

← **Show image 9A-14: Food pyramid**

That brings me back to my pyramid. Did you notice the stairs going up the side? Do you know why they are there? ¹⁴ To remind you to keep moving. It's very important to not just eat healthy foods but to also be physically active every day.

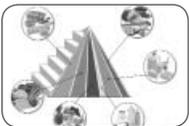


← **Show image 9A-15: Children exercising**

That means that you should participate in skateboarding, swimming, riding your bike, climbing in the playground, or any other sport that you like to do. Keeping active helps you stay the right weight for your body. It keeps your bones and muscles in good shape. It makes your heart and lungs stronger. If you get into the good habit of having fun while you are moving, it will help you stay healthy for the rest of your life!

Discussing the Read-Aloud

15 minutes



Comprehension Questions

10 minutes

← **Show image 9A-14: Food pyramid**

1. *Literal* What is the name of the food group that includes rice, bread, and cereal? (grains) Can you name some other things that are in the grains group? (popcorn, rice cakes, oatmeal, crackers, etc.)
2. *Inferential* What is the skinniest stripe on the food pyramid? (yellow—fats and oils) Why is it so skinny? (because you should eat the least amount of these foods)
3. *Inferential* To what group do ice cream, yogurt, and cheese all belong? (milk)
4. *Inferential* To what group do eggs, nuts, and tofu all belong? (meat)
5. *Evaluative* Can you name some foods that are in the vegetables group? (Answers may vary.)

6. *Evaluative* Can you name some foods that are in the fruits group? (Answers may vary.)
7. *Inferential* Why are there stairs on the pyramid? (to remind us to exercise)
8. *Evaluative* What was different about the pyramid in today's lesson from other pyramids you may have seen? (It was built of food.) What was the same? (its shape)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *Evaluative* *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What food group do cherries and oranges belong to?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Balanced Diet

5 minutes

1. In the read-aloud you heard, “The most important thing to remember is to eat a well-*balanced diet*.”
2. Say the words *balanced diet* with me.
3. A balanced diet is one that includes a healthy mix of foods from each of the six food groups every day.
4. Vegetables, fruits, grains, milk, and meat are all part of a balanced diet.
5. Can you name some foods that could be part of a balanced diet? Try to use the words *balanced diet* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is/are part of a balanced diet.”]
6. What are the words we’ve been talking about?

Use a *Drawing and Writing* activity for follow-up. Directions: Think about your favorite meal. Once you decide what your favorite meal is, I would like you to draw a picture of it.

-  **Above and Beyond:** For those students who are ready to do so, have them write sentences describing their meals. For example, “My favorite foods for breakfast are bacon, eggs, toast with butter and jam, and a glass of orange juice.”

Have students share their pictures and writing with the class, discussing whether their choices reflect balanced diets.



Complete Remainder of the Lesson Later in the Day



The Pyramid Pantry

9_B

Extensions

20 minutes

Sayings and Phrases:

An Apple a Day Keeps the Doctor Away

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say, “An apple a day keeps the doctor away.” Have students repeat the proverb. Ask them what they think that means. (Answers may vary.) Explain that this proverb is another way of saying that if you eat healthy foods, like apples, every day, you will not get sick very often. Thus, you will only have to see a doctor like Dr. Welbody for “well visits.”

MyPlate Magic (Instructional Master 9B-1; red, green, orange, purple, and blue crayons for each student)

Ask students, “What shape was used in today’s read-aloud to show you how to eat a balanced diet?” Explain to students that the pyramid is only one of many shapes that can be used to show how much of each type of food someone should eat each day to stay healthy. Tell students that it is also common to see a balanced diet shown in the form of a dinner plate.

Distribute a copy of Instructional Master 9B-1 (taken from ChooseMyPlate.gov) to each student. Ask students, “How does this plate look different from the plate you may use for your dinner each night?” (Answers may vary, but may include the fact that there is no food on the plate, and it is divided into four segments.)

Point out to students that the plate is divided into different segments, but that the segments are not all the same size. Ask students if they remember why the pyramid in today's read-aloud contained different sized stripes. Ask students, "If the stripes on the pyramid were different sizes, based on how much of that type of food you should eat each day, why might the segments on this plate be different sizes?"

Explain to students that they will be coloring in the segments of the plate as a class. Ask students to take their green crayons and color in the segment on the bottom left portion of the plate, labeled 'vegetables'. Ask students what they notice about the size of that segment compared to the other parts of the plate. When they note that the vegetables segment is larger than the others, ask students why that is the case. Proceed, as a class, with coloring in the remaining three segments and the circle labeled 'dairy,' using the following colors for each segment: red for fruit; orange for grains; purple for protein; and blue for dairy. It is important to have students use those colors for those segments, as this is consistent with the MyPlate symbol created by the United States Department of Agriculture. As students color in each segment, review information from today's read-aloud about that food group.

When students complete the MyPlate symbol, explain that if they follow the directions on the plate for a balanced diet, they will be on their way to living a healthy life!