

EXERCISE 1

DIRECTIONS: Read or review the scenario. Answer the questions. Circle the word or phrase that goes in the blank.

1. Oils should be eaten _____.

each day

sparingly

with milk

2. A person's _____ helps determine how many servings from each group that person should eat each day.

age

dietary guidelines

choices

3. _____ is an example of a food from the largest part of MyPyramid is the

lunch meat

potatoes

oatmeal

4. Whole grain breads have more _____ than breads that are made from processed flour.

water and salt

fiber

protein and sugar

5. Eggs, dry beans, and nuts are in the _____.

vegetable group

meat and beans group

dairy group

6. Foods in the _____ provide the most calcium.

milk group

grains group

fruit group

7. The steps on the side of MyPyramid show the importance of _____.

physical activity

rest

grains

8. The best choice of a potato would be _____.

potato chips

French fries

a baked potato

9. Too much _____ can sometimes cause health problems such as high blood pressure.

water

bread

salt

10. Eating the right amount of food is called eating in _____.

moderation

health

restaurants

TEACHER DIRECTIONS

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Read the sentence in the activity. Ask learners to look for the sentence within the section that tells the answer. Either read or ask someone to read that sentence. Reread the target sentence in the activity and the options. Ask a reader to choose the correct response. Reread the target sentence in the activity with the correct option.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently.

After each sentence or after the activity is complete, ask learners to explain or give examples. For instance, after the first sentence "There are six parts to the food guide pyramid." the teacher could ask questions such as "Which part do you like best/least? Which part does your family like best/least? Which parts have foods that are most/least expensive? Give an example of a food in each part."

More advanced learners can explain the other words or use them in verbal or written sentences.

KEY

1. sparingly
2. age
3. oatmeal
4. fiber
5. meat and beans group.
6. milk group
7. physical activity
8. a baked potato
9. salt
10. moderation

This activity was developed through a USDA Team Nutrition Training Grant for the Louisiana State Department of Education Division of Nutrition Assistance by Rhonda H. Atkinson.

EXERCISE 2

DIRECTIONS: Think about what you learned about the MyPyramid and dietary guidelines. Answer the following questions. When possible, use complete sentences.

1. Why does Anna want to know about nutrition? _____

2. Where does Anna go to get information? _____

3. What is nutrition? Why is it important? _____

4. Find 3 words or phrases in the story that you think are most important to MyPyramid.

List the words or phrases:

(1) _____

(2) _____

(3) _____

Write a sentence with each word or phrase.

(1) _____

(2) _____

(3) _____

5. What three things affect the number of servings in a group a person needs each day?

6. What food group forms the largest part of the MyPyramid? _____

7. Why are whole grain foods better than foods that are more processed? _____

8. Pretend you are choosing foods for yourself for one day. Based on your age, gender and activity level, how many servings from the grains group do you need? _____ Using Table 1, list the foods you would choose for the number of servings you need.

9. Pretend you are choosing foods for yourself for one day. Based on your age, gender and activity level, how many servings from the vegetable group do you need? _____ Making sure that you have a variety of vegetables, list your choices.

10. Pretend you are choosing foods for yourself for one day. Based on your age, gender and activity level, how many servings from the fruit group do you need? _____ List your choices.

11. Pretend you are choosing foods for yourself for one day. Based on your age, gender and activity level, how many servings from the meat and beans group do you need? _____ Using Table 2, list the foods you would choose for the servings you need.

12. Pretend you are choosing foods for yourself for one day. Based on your age, gender and activity level, how many servings from the milk group do you need? _____ List your choices.

13. Find 3 words or phrases in the story that you think are most important to the dietary guidelines.

List the words or phrases:

(1) _____ (2) _____ (3) _____

Write a sentence with each word or phrase.

(1) _____

(2) _____

(3) _____

14. Which dietary guideline is hardest for you to follow? Why? What can you do to follow it more closely?

TEACHER DIRECTIONS for EXERCISE 2

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Lower-level learners may respond verbally.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently with written responses. Encourage learners to discuss responses verbally as a class or in small groups.

KEY

Answers may vary but should include basic information.

1. Anna is marrying a man with a family. She wants to shop and cook to feed a family healthy meals.
2. Anna goes to the library.
3. Nutrition means eating for health and growth. Nutrition is important because (answers will vary).
4. Answers will vary
5. Number of servings in a food group differs by age, gender, and physical activity level.
6. The bread group forms the base of the food guide pyramid.
7. Whole grains have more fiber.
8. Answers will vary
9. Answers will vary
10. Answers will vary
11. Answers will vary
12. Answers will vary
13. Answers will vary
14. Answers will vary

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