

# Studying the Food Pyramid

## Content Area(s):

- life science

## Objectives:

In this section students:

- explore a food pyramid.
- give examples of foods from the different food groups.
- complete a food pyramid puzzle.
- navigate their way around a Web site.



## Materials Required:

- computer with Internet access
- pencil or pen

## Web Site(s):

- Students need to access the TCM Web page for the My Body book at:

**<http://www.teachercreated.com/books/3403>**

- Students then click on the link to the page on which they are working.
- Allow the children time to familiarize themselves with the Web site before starting the activity sheets.

## Time:

- Approximately 20–35 minutes per lesson

## Teaching Tips and Suggestions:

### The Food Pyramid (page 18) and Food Pyramid Puzzle (page 19)

- Using pictures from magazines, children can make charts showing examples of food from the different food groups.
- Children can record the foods they eat over a day. They can then categorize the foods into the five food groups. The results can be compared to the suggested food intake given on the food pyramid. Children can then create menu plans so that they are eating healthy diets.
- Children can investigate the eating habits of their family members by surveying each family member about their daily diet. The children can write reports on the family members with suggestions about how they could improve their diets.
- Have a cooking day at school. This could involve planning a menu, writing a shopping list and purchasing the ingredients from the local supermarket before the actual cooking day. The children will have the opportunity to practice many everyday skills, such as balancing a budget, measuring ingredients, following a procedure, working and communicating in small groups, and food presentation. Parent help may be required for this activity.

Name \_\_\_\_\_

# The Food Pyramid

Go to <http://www.teachercreated.com/books/3403>

Click on **Page 18, Site 1**

☞ Click on each part of the pyramid on the Web site to find and write one fact about each type of food. Then draw an example of each.

1. **sweets:** \_\_\_\_\_

\_\_\_\_\_




2. **milk:** \_\_\_\_\_

\_\_\_\_\_



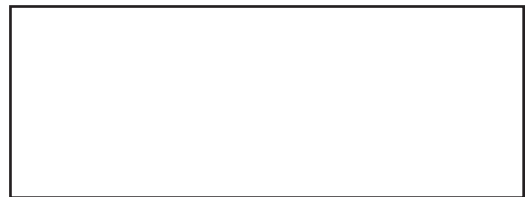
3. **meat:** \_\_\_\_\_

\_\_\_\_\_



4. **vegetables:** \_\_\_\_\_

\_\_\_\_\_



5. **fruit:** \_\_\_\_\_

\_\_\_\_\_



6. **bread:** \_\_\_\_\_

\_\_\_\_\_



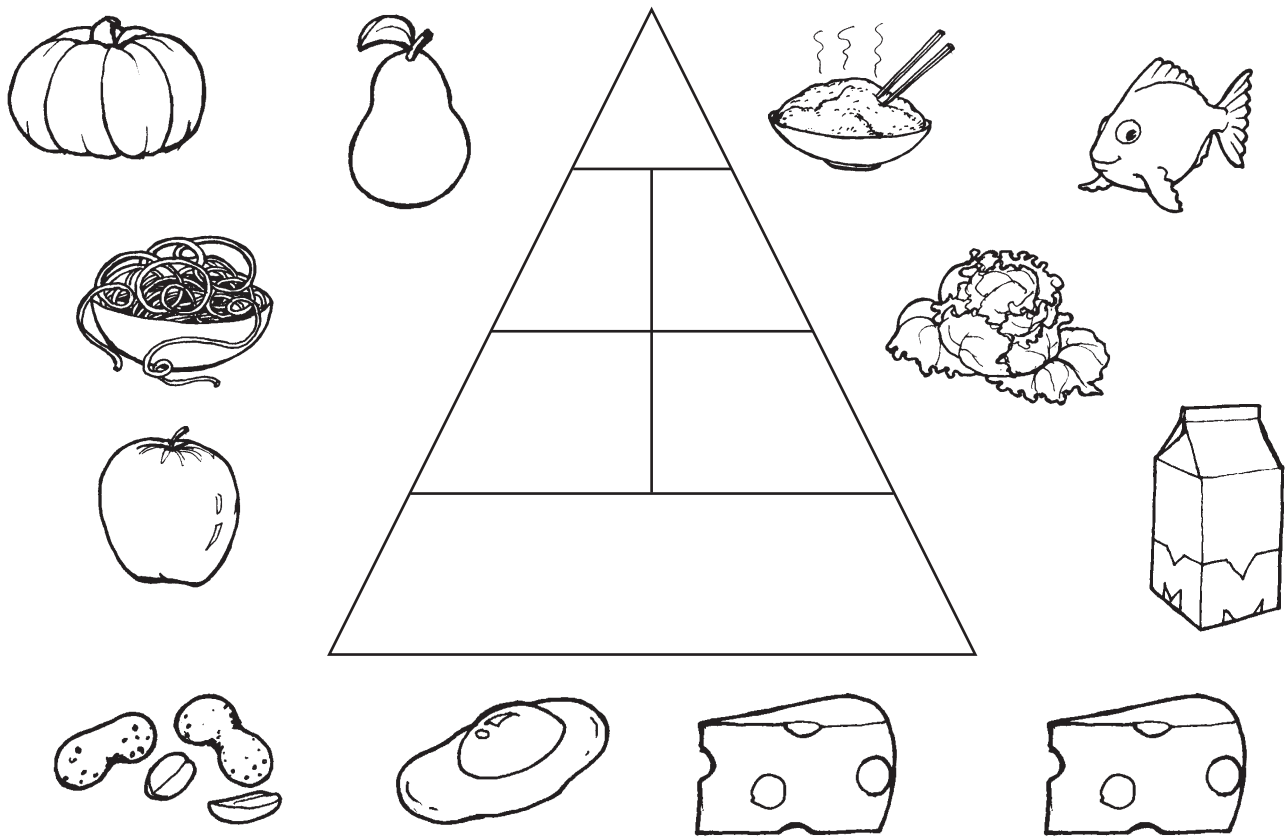
Name \_\_\_\_\_

# Food Pyramid Puzzle

Go to <http://www.teachercreated.com/books/3403>

Click on **Page 19, Site 1**

- Click on the **Start Game** link on the Web site. Complete the food pyramid puzzle. Label your finished food pyramid on the triangle below. Use lines to match the pictures of the foods to the right food groups.



- Click on each section of the food pyramid on the Web site to find out how many servings of the different food groups we should eat every day.
  - milk and milk products— \_\_\_\_\_
  - meat, beans, and nuts— \_\_\_\_\_
  - vegetables— \_\_\_\_\_
  - fruits— \_\_\_\_\_
  - bread and grains— \_\_\_\_\_

# Answer Key

## Page 9—Healthy Food

1. Up to eight times a day; 2. When it has a calf; 3. the udder.

## Page 10—Our Skeletons

1. protects our vital organs (such as the brain, the heart, and the lungs); gives us the shape that we have (without it, we would just be a blob of blood and tissue); and allows us to move (our muscles are attached to our bones, so when our muscles move our bones move); 2. 350; 3. 206.

## Page 11—Healthy Bones

1. exercise, drink your milk, eat healthy food, brush your teeth, and be careful; 2. Answers will vary.

## Page 12—A Visit to the Dentist

1. cleans the plaque off your teeth; 2. an autoclave.

## Page 13—Brushing Up

1. molars, incisors, and canines; 2. into the stomach.

## Page 16—Inside Your Eyeball

2. rods and cones, rods, black and white, cones, color.

## Page 19—Food Pyramid Puzzle

1. three servings; 2. two servings; 3. three servings; 4. two servings; 5. seven servings.

## Page 21—Food Groups

The five food groups are bread, milk, fruits/vegetables, meat, and fats/sweets/oils.

## Page 22–23

Check student answers.

## Page 24—How We See

1. Iris-stretches to make the pupil bigger and smaller and gives us our eye color; 2. pupil—lets in the right amount of light; 3. Lens-focuses the light.

## Page 25—Our Sense of Smell

1. different, particles, breathed, smell, brain, breathed; 2. Your nose becomes blocked so that you can't breathe in the smells as well.

## Page 26—Our Sense of Touch

1. skin; 2. nerves; 3. What we are touching; 4. The nerve endings are closer together; 5. When your brain sends a message of danger and you react quickly.

## Page 27—Hear! Hear!

1. outer ear; 2. ear canal; 3. eardrum; 4. hammer; 5. anvil; 6. stirrup; 7. semicircular canals; 8. cochlea; 9. auditory nerve.

## Page 28—Sound Sleep

1. You need a balanced diet, to be active and exercise every day, and to get the right amount of sleep; 2. Our bodies need sleep because when we are sleeping energy is restored to the body, particularly to the brain and nervous system; 3. when we have been very active, had late nights, or been ill.

## Pages 30–31—Health Services

Page 30—dentist, radiologist, visiting nurse, and pharmacist.

Page 31—nurse, doctor, dental hygienist, paramedic.

## Page 33–47

Answers will vary.