Charting What You Eat

**What You Need**

- Food Guide Pyramid
- Pencil

The Food Guide Pyramid is found on page D50 of the Student Edition.

**Find Out**
Do this activity to see how well you eat and how different foods make you feel.

**Process Skills**
Classifying
Communicating
Observing
Interpreting Data

**Time**
- 10 minutes every day for a week
- 1 hour at the end of the week
**What to Do**

1. Make a chart like the one shown.

2. Use the groups of the Food Guide Pyramid to **classify** the foods you eat. Some foods will fit more than one group.

3. Write what each food can do for your body.

4. **Observe** how each meal makes you feel.

5. At the end of the week, interpret your data.

6. Decide how well you ate by using the Food Guide Pyramid.
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Meal/Snack Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Groups</td>
<td></td>
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<tr>
<td>Tell what each food can do for your body.</td>
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<tr>
<td>Record how you feel.</td>
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</tbody>
</table>

Student data will vary. Students will need to make enough charts to record what they eat for one week.
Conclusions

1. How did different foods make you feel?

Answers will vary based on students’ experiences.

2. Do you have a balanced diet?

Answers will vary based on students’ experiences.

New Questions

1. How might you eat better?

Answers will vary. Possible answers include using the Food Guide Pyramid to

plan balanced meals and avoiding foods that have a lot of fats, oils, and sweets.

2. Write a new question you have about nutrition.

Accept all questions.
Activity Journal
Lesson 1 • The Food Guide Pyramid

Name ______________________

ACTIVITY

Making a Balanced Meal

Plan three meals that use all of the food groups. **Draw** the meals. **Label** the food groups.

Student drawings will vary, but the meals should contain at least one representative of each food group.

UNIT D • Chapter 3: A Healthful Diet
Name _____________________________

What Happened

1. In which food group is your favorite food?
   Answers will vary based on student preferences.

2. Which new foods did you include?
   Answers will vary based on students’ experiences.

What If

What could you do if you think that your diet is not healthful?

Accept all reasonable answers.
### Learning About Foods

Look at nutrition information. Write what you find.

<table>
<thead>
<tr>
<th>Kind of Food</th>
<th>Serving Size</th>
<th>Calories per Serving</th>
<th>Vitamins</th>
<th>Calcium</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTHFUL CEREAL</td>
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<td>SUGARED CEREAL</td>
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<tr>
<td>SOUP</td>
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<tr>
<td>CUPCAKE</td>
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</tbody>
</table>

Data will vary based on the food products selected.
Name __________________________

What Happened

1 Which food has the most Calories per serving?
   Answers will vary depending on the labels used.

2 Which food do you think is best for your body?
   Why?
   Answers will vary. Students should be able to support their answers with
   information from the nutrition labels.

What If

Are most serving sizes we eat the same as shown on the labels? Do we eat bigger or smaller serving sizes?
   Answers will vary. Most students will say that we eat larger serving sizes than
   the suggested serving sizes on labels.
**Activity Journal**  
**Lesson 3 • Why You Need Water**

Name ________________________

**ACTIVITY**

**Recording Water Intake**

*Record* how much water you drink.

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<tbody>
<tr>
<td>Drink of Water</td>
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<td>Drink of Water</td>
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</table>

Students should fill in all of the information on the chart. The information will vary.
Name ____________________________

What Happened

1. How many times did you get a drink of water each day?
   Answers will vary based on students’ experiences.

2. How much did you usually drink each time?
   Answers will vary based on students’ experiences.

What If

When do you need to drink more water?

Possible answers include when the weather is hot and when exercising.