

K-2, Lesson 5:

Fruits & Veggies Every Day the Tasty Way

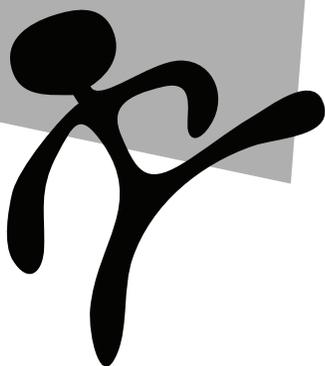
Outcome

Kids will be able to

- identify color as a way to ensure eating a good variety of veggies and fruits.
- identify how family can help in increasing the number of times fruit and veggies are chosen for snacks.
- set a goal and express intention to eat fruit and veggies more often.

Materials

- Food Cards (page 251) representing fruit and veggie colors: white, green, yellow/orange, red, or blue/purple. Sort Food Cards for fruits and veggies. Ensure all fruit and veggie color groups are represented, and there is one card per person.
- Crayons
- Lesson 5, *Snack Attack, Fruits & Veggies Every Day the Tasty Way Worksheets-1 and -2* (pages 184, 185)



Discussion

1. Ask kids to recall why choosing a variety of food groups and foods helps us look and feel great! (**A:** It is the best way to get all the nutrients we need.)
2. Explain that when it comes to fruits and veggies, there is a lot of variety! A good mix of all the fruit and veggie colors helps us keep our eyes, skin and bodies healthy!
3. Explain something fun also happens when you choose a variety of fruit and veggie colors; and you will show everyone what you mean.
4. Demonstration:
 - a. On a board, place a picture of a banana, pear and cauliflower and ask the class to look at it.
 - b. Now replace the banana with green grapes and the cauliflower with red pepper. Ask the class if the mix of colors would make a plate look more interesting.
 - c. Try different color combinations, e.g., leaf spinach, red apple, orange. Ask the class if anyone has had these color combinations in one dish, like a salad. Explain fruits can make lettuce salad yummy.
5. Ask kids if they can tell you what happened when you mixed different fruit and veggie colors. (**A:** Choosing a variety of fruits and veggie colors each meal or snack, also makes our meals look prettier!)

Activity

1. Ask kids to pretend they are a snack chef and today they are creating colorful fruit snacks. There are 5 different fruit color groups: white, green, yellow/orange, red, or blue/purple.
2. Give several examples of contrasting color fruit combinations, e.g.,
 - Canned peaches and frozen (or fresh) strawberries
 - Canned pineapple chunks and frozen (or canned) blueberries
3. Distribute the *Lesson 5 Worksheet-1* and crayons. Ask kids to create (draw and color on paper) their own combination of 2 or more fruits of different colors. Ask them to make their drawing something they would eat themselves.
4. Send the worksheet home and encourage them to ask their family for help in making the colorful snack and to help them increase the number of times they choose fruits and veggies for snacks.
5. Distribute *Lesson 5 Worksheet-2*, Fruit and Veggie Tracking Log. For the next 5 days, guide kids in tracking their fruit and veggie intake during the school day.

Move and Learn

1. Explain the class is going to make a tossed fruit salad.
2. Distribute fruit and veggie cards with foods representing all color groups (white, green, yellow/orange, red, or blue/purple).
3. Ask everyone to begin walking in place and observe how, with the same action, every color group looks pretty much the same.
4. One at a time, ask the different color groups to begin a different activity:
 - White—hop
 - Green—reach high and go low
 - Yellow/orange—dance the twist
 - Red—windmills
 - Blue/purple—continue marching
5. As the different color groups are performing different actions, ask the class to observe the variety of actions. Ask if it looks different compared to when everyone was doing the same thing performing the same action. Explain what they are doing now is variety!

Summary

Remind kids that mixing different colors makes what we eat look better and gives more variety! Eating different fruit and veggie colors each day helps keep our body, eyes, skin and heart healthy.

Student Assessment

K: with assistance

1st and 2nd Grades: Independently

On the *Lesson 5 Worksheet-1*, kids will be able to

1. Complete the activity (by drawing a snack with 2 fruit color combinations).
2. Identify healthy reasons for choosing different fruit and veggie colors.

On the *Lesson 5 Worksheet-2*, kids will be able to track and set a goal to eat more fruits and veggies.

Name: _____ Date: _____

K-2, Lesson 5: *Snack Attack* Worksheet-1

Fruits & Veggies Every Day the Tasty Way

Fruit is a healthy snack choice. A colorful fruit combo makes my snack look great, taste good and gives me more variety for a healthy body.

- ✓ Draw a snack with 2 different fruit colors.

A healthy goal is to make fruit or veggies a regular choice for snacks.

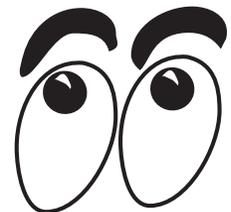
- ✓ Use the first letter and picture clues to name at least 3 good reasons to eat a rainbow of fruit and veggie colors every day.

For healthy:

1. E _____

2. B _____

3. H _____



Every day, Colorful and Tasty
☺ TWO fruits ☺ THREE veggies
Help you look and feel good!

- Check here if you can set a goal to choose fruits or veggies more often.

Name: _____ Date: _____

K-2, Lesson 5: Snack Attack Worksheet-2

Fruits & Veggies Every Day the Tasty Way

Fruits and Veggies are great choices at home or school. Keep track of the choices you make just before or during the school day. Each day of a school week, put a checkmark in the box for every fruit or veggie you choose.



Tracking Log

Day	Breakfast	Lunch	Snacks
1			
2			
3			
4			
5			

✓ After keeping track, would you like to try one of these healthy goals next week? Check just one:

- Try a fruit or veggie that I usually do not eat.
- Eat a fruit or veggie for a snack every day.
- Have at least 2-3 different colors of fruits and vegetables most days.

K-2, Lesson 10: Healthy Breakfast Menus

Outcome

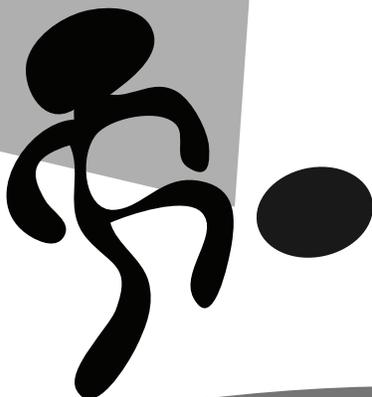
Kids will be able to apply skills by choosing a healthy breakfast.

Materials

- Classroom board
- Pictures representing *MyPlate* food groups
- Pencils, crayons or markers
- Art paper
- Glue
- Post-Survey Ballot (page 77)
- Lesson 10, *Breakfast GO Power Checklist* (page 78)
- **Optional:** paper plates and plastic silverware

Discussion

1. Ask kids what they have learned about *MyPlate* that makes it a good guide for making healthy breakfast choices. (**A:** It shows us how to make choices from different food groups.)
2. A healthy breakfast has foods from at least 3 of the 5 *MyPlate* food groups. We have good balance when we more low fat and no added sugar foods.
3. Ask kids to identify another way we balance our day. (**A:** With *Active Play*. Healthy food choices, plus *Active Play* helps keep our body looking and feeling good.)
4. A very good reason to choose a healthy breakfast every day has to do with school. Ask kids if they can remember the reason. (**A:** Eating breakfast makes us feel less tired and makes it easier to think.)
5. Eating breakfast every day really does give us GO Power. Ask kids:
 - What kind of power? (**A:** GO Power.)



Activity

1. Distribute a variety of food pictures representing *MyPlate* food groups around the classroom.
2. Explain they will be creating a healthy breakfast meal on a “placemat.” To be healthy, the picture should include at least the following 3 *MyPlate* food groups:
 - Grains
 - Fruit
 - Dairy

However their “breakfast” can also include other food groups. Ask them to make their breakfast choices lower in added sugar and fat.

3. Explain when you say, “go” the kids will move around the room, choose ONE food to build their healthy breakfast on a placemat, and return to their desk/table. Let them know as they move around the room, you will call out different movement activities such as hop, walk slowly, and skip.
4. Explain they will be able to repeat this picture selection at least two more times and they should make sure their breakfast includes at least three different food groups.
5. Once kids have selected their breakfast foods, have them identify the foods and food groups selected.
6. Glue or tape pictures on the plates for a more permanent display, or, if the food pictures are to be reused, have kids draw the pictures on their plates. Draw silverware or make plastic silverware available to glue onto the placemat.
7. Distribute and guide kids in completing *Lesson 10* Checklist and Breakfast Post-Survey Ballot.

Move and Learn

Practice syllables with healthy breakfast choices. For each syllable, have kids hop, skip, slide, or jump.

- Tor-ti-lla
- Cer-e-al
- Waf-fle
- Ap-ple
- Ba-nan-a
- Bag-el
- Yo-gurt
- Man-go
- Low fat cheese

Summary

By eating breakfast every day we have GO Power to look and feel good, make learning easier and make our body healthy.

Student Assessment

K-2:

1. Assess the accuracy of the art projects completed in the activity. Individual art projects depict at least 3 different food groups.
2. Using the Lesson 10 checklist, students will be able to check all the things they learned.
3. Conduct the Post-Survey Ballot (page 77). Graph as in Lesson 2 and compare the results.

Parent Connection

Reinforce *Breakfast GO Power* healthy habit building lessons by sending home the *Breakfast GO Power Challenge* (page 79). Encourage kids to bring the Challenge back to school for follow-up discussion. Send home *Breakfast GO Power* tip sheets. Ask kids to share them with their family.

Name: _____ Date: _____

K-2, Breakfast GO Power Post-Survey Ballot

How often do YOU (Check just one box that fits your breakfast habits.)	Every day 	Sometimes 	Never 
I eat breakfast:			

How important do you think it is to eat breakfast?

- Very important
- Kind of important
- Not important

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Name: _____ Date: _____

K-2, Breakfast GO Power Post-Survey Ballot

How often do YOU (Check just one box that fits your breakfast habits.)	Every day 	Sometimes 	Never 
I eat breakfast:			

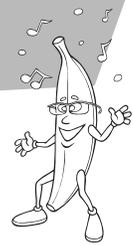
How important do you think it is to eat breakfast?

- Very important
- Kind of important
- Not important

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Name: _____ Date: _____

K-2, Lesson 10: Breakfast GO Power Checklist



Healthy Habits—Things I Learned	✓ Checkmark what you learned	✓ Assessment Verified
Eat breakfast for GO Power to make school and learning easier and get more energy for play		
Eat breakfast every day		
Use <i>MyPlate</i> to help guide healthy choices		
For healthy variety, choose foods from at least 3 of the following <i>MyPlate</i> food groups for breakfast: Grains, Vegetables, Fruit, Protein, Dairy		
<i>Fruits & Veggies Every Day the Tasty Way:</i> Choose in a rainbow of colors		
<i>Smart Servings:</i> Choose smaller amounts of foods high in added sugar or high in fat or choose them less often		
<i>Drink Think!</i> Choose: <ul style="list-style-type: none"> • 100% juice instead of sugar added drinks • Lower fat milk • Water 		
Choose <i>Active Play</i> (energy out) to balance eating (energy in)		
Ask family for help by working together to <ul style="list-style-type: none"> • plan menus • make a grocery list • grocery shop 		

Grades 3-5, Lesson 2: Breakfast Power x 3

Outcomes

HECAT Standards: 1.4, 1.12, 5.3, 6.1, 6.4, 6.5

Materials

- *Lesson 2 Breakfast GO Power Worksheet-1, My Breakfast GO Power* (page 73)
- *Lesson 2 Breakfast GO Power Worksheet-2, Breakfast Power x 3* (page 74)
- *Teacher Resource, Lesson 2 Breakfast Chain Template Strips* (page 68)
- *My Breakfast Challenge Log* (page 75)
- *Lesson 2 Life with the Wright Family* (page 69)
- Classroom board
- Glue sticks
- Scarves, 1 per kid



Discussion Points

Eat breakfast and feel the POWER!

- **GO power!** Eating breakfast helps wake up the body. It sparks energy! Surveys show kids who eat breakfast say they feel good. They are happy and less tired. Kids who do not eat breakfast say they feel bad, are angry, sick and bored through the school day.
- **BRAIN power!** Eating breakfast wakes up the mind to help kids think clearly (more alert) in class. It makes learning easier, especially for math and reading. Studies show kids get better grades when they eat breakfast often.
- **HEALTH power!** Breakfast eaters get more nutrients for healthier skin, muscles, bones, and body! Healthy breakfast choices often include milk, which provides calcium for strong bones and cereals that are usually fortified with added nutrients.

Discussion Questions

- Did you eat breakfast today?
- Do you think eating breakfast gives you GO power? What does GO power mean to you?
- Do you think eating breakfast gives you BRAIN power? Adults remind you to eat breakfast during test time. Why do you think they do that? If breakfast helps at test time, how do you think it could help every day?
- Do you think eating breakfast gives you HEALTH power? Do you think the amount of health power depends on your breakfast choices?

Activity

- Distribute the *Lesson 2 Worksheet-1, My Breakfast Choices*.
- Ask kids to complete the worksheet survey of their own habits.

Note: For assessment purposes complete *Lesson 2 Worksheet-2* at the end of the lesson.

Activity

Pre-Prep: Use the *Lesson 2 Breakfast Chain Template* to prepare strips.

1. Distribute 1 strip to each student. Ask students to identify their breakfast habits by writing on the strip one of the following three descriptions. I eat breakfast:
a) Most Days, b) Some Days, c) Never.
2. Collect the strips and sort by category. Count and write the number in each category on the classroom board:
Most Days ____ Some Days ____ Never ____
3. Create a bar graph of the data.
4. Explain the paper strips will also be used to depict a graph. Use glue sticks to create 3 paper link chains representing the 3 categories of breakfast habits.
5. Hang the 3 chains on a classroom bulletin board.
6. Distribute the *My Breakfast Challenge Log* sheet. Encourage kids to set a personal goal to eat breakfast more often and take the Breakfast Challenge.
7. Explain you will repeat the chain activity in Lesson 10 of the *Breakfast GO Power* section to see if the class is meeting the "Breakfast Challenge".

Move and Learn

Remind kids that eating breakfast gives GO, BRAIN, and HEALTH Power. Explain you are going to help show kids an example of how brain power can really be helpful.

1. Ask kids to stand in a circle, no more than an arm's length away from each other.
2. Distribute scarves and ask kids to hold them in one hand. Explain they should always be holding just one scarf.
3. Explain as they listen to the *Life with the Wright Family* story, they pass the scarves around the circle in the direction indicated in the story:
 - Pass right each time they hear the word "right"
 - Pass left when they hear the word "left"
4. Conclude by explaining eating breakfast gives them brain power for this activity.

Summary

Breakfast has GO, BRAIN, and HEALTH Power! Choose to eat breakfast for Power x 3!

Student Assessment

1. Using the *Lesson 2 Worksheet-1*, kids will be able to identify their own breakfast habits.
2. Using the *Lesson 2 Worksheet-2*, kids will be able to:
 - Grade 3:** With assistance
 - Grades 4-5:** Independently with 100% accuracy
 - Respond positively to whether or not breakfast should be eaten every day.
 - Identify the benefits of eating breakfast by filling in the blanks.

Worksheet-2 answer key: 1a. GO power, 1b. Brain power, 1c. Health power; 2a. tired, 2b. clearly, 2c. nutrients; 3. yes

3. Using the *Lesson 2 Challenge Log*, kids will be able to track and monitor progress of their breakfast intake.

Teacher Resource

Grades 3-5, Lesson 2: Breakfast Chain Template

Use the following template to copy and cut strips used to create a breakfast chain.

Teacher Resource

Grades 3-5, Lesson 2: Life with the Wright Family Story

1. Instruct kids to stand in a circle no more than an arm's length away from each other.
2. Each person holds a scarf in one hand.
3. As they listen to the story they pass the scarves around the circle in the direction indicated in the story, going right each time they hear the word "right" and left when they hear the word "left."
4. Each person should always be holding one scarf at all times during the story.

One day the Wright family decided to take a vacation. The first thing they had to do was to decide who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling, "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trashcan in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry; he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today."

Name: _____ Date: _____

Grades 3-5 Lesson 2: *Breakfast GO Power Worksheet-1*

My Breakfast GO Power

Read the following questions and check your answers.

Did you eat breakfast today?

Yes 😊

No ☹️



How often do you eat breakfast?

Most Days

Some Days

Never

How do you feel when you miss breakfast?

Tired

Hungry

Stomachache

Other (describe) _____



How important do you think it is to eat breakfast?

Very important

A little important

Not important

How does eating a good breakfast help you?

Explain: _____

When you eat breakfast, which of the following do you usually choose?

1. Check the food groups you include.
2. Circle the foods you choose most often.

Grains (cereal, toast or bagel, other: _____)

Fruit (canned, fresh, dried, frozen or 100% juice, other: _____)

Protein (egg, peanut butter, meat, other: _____)

Dairy (milk, yogurt or cheese, other: _____)



Name: _____ Date: _____

Grades 3-5 Lesson 2: *Breakfast GO Power Worksheet-2*

Breakfast Power x 3



1. Write the words to describe the 3 kinds of power that eating breakfast gives you:

a. _____ b. _____ c. _____

2. Choose from the following words to complete sentences that describe why eating breakfast every day is a good choice.

clearly tired goal nutrients

Eating breakfast can help me:

a. feel less _____.

b. think more _____ in class.

c. get more _____ through the day.



3. Should breakfast be eaten every day? Check yes or no.

Yes No

Set a breakfast goal! Check just one of the following.

I will take the *Breakfast Challenge* to:

- continue eating breakfast every day.
- start eating breakfast more often.



Grades 6-8 Lesson 2: Applying Solutions to Plan GO Power



Ask kids to recall the barriers and solutions (below) to eating breakfast.

1. No time to make breakfast

- Write a menu ahead of time (so you don't have to think about it in the morning)
- Make a grocery list so the food is on hand
- Fix it the night before

2. No time to eat breakfast

- Take it with you
- Get up earlier
- Eat at school

3. Not hungry after waking up

- It is a habit—change it – start out with eating a small amount and increase it
- Change factors that contribute to the problem, i.e., are you not hungry because you need to wake up earlier

4. Not liking breakfast food

- Find something you do like

Solutions + healthy menu ideas

Once we find the motivation and solutions to eat breakfast, the goal is to apply the solution in a way that results in a healthy, ENJOYABLE breakfast.

For a healthy menu:

1. The Dietary Guidelines and *MyPlate* sends several messages to keep in mind:
 - Make half your plate fruits and veggies
 - Make half your grains whole grains
2. Just like with other meals, plan to choose a variety of foods. For most people, it is a little more difficult to “make half your plate fruits and veggies” at breakfast. However, a good breakfast menu guideline is to choose a breakfast meal from at least 3 *MyPlate* food groups.
 - Grains
 - Vegetables
 - Fruits
 - Dairy
 - Protein



Discussion

Ask kids to describe their idea of a healthy breakfast. For the ideas presented, discuss:

- What makes it a healthy breakfast? Does it include foods from at least 3 food groups?
- Is it a breakfast they would eat frequently? Why or why not?

Solutions to barriers



Guide kids in practical application of solutions to the barriers that prevent healthy breakfast habits.

A. **Barrier:** No time to make or eat breakfast is a common barrier.

Solution: Think of a “fix ahead” menu idea that is also grab-and-go.

Menu idea: A balanced trail mix shows how to apply a “fix ahead and grab-and-go” solution

- Using the *Lesson 2 Worksheet*, have kids work in groups to identify their own healthy trail mix recipe. Suggest that groups get ideas for ingredients and serving sizes, from the foods listed in the table. They may also brainstorm other foods as ingredients. They don't have to use those exact foods.
- Explain that a part of any good meal plan is making sure the ingredients are available. After planning the recipe, consider grocery amounts for cereal needed, just one of the ingredients. (Worksheet grocery list answers: Make recipe 4 times; Need 2 boxes)

B. **Barrier:** Not liking breakfast food or bored with breakfast food.

Solutions: Dare to try new or different foods.

Menu ideas: Present the following ideas, and as a class identify for each

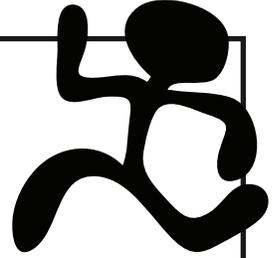
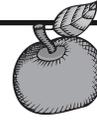
- whether it is a “quick to fix” idea, or something to fix when there is more time.
- how likely it is that a majority of students would try the idea; why or why not.
- The number of food groups represented in each menu idea (at least 3 is best for health).

Menu ideas

- * Breakfast taco (shredded cheese on a tortilla, folded in half and microwaved; then top with salsa) and orange wedges
- * Fruit and fat free cream cheese on whole wheat toast sandwich (strawberries or other fresh fruit)
- * A whole wheat bagel sandwich (peanut butter and banana slices)
- * A whole wheat bagel sandwich (low-fat cheese, tomato, cucumber, and green peppers)
- * Multigrain pancakes rolled up with fruit and yogurt
- * Microwaved potato slices topped with broccoli and grated low fat cheese; also have an orange
- * Hardboiled egg, chopped with tomato, green pepper, tossed with low fat Ranch dressing. Serve in a pita pocket along with grapes
- * A smoothie blended from fruits, some low-fat yogurt and a spoonful of wheat germ
- * Cornflakes, almond sliver, and dried cranberries topped with yogurt

Using the *Lesson 2 Worksheet* ask groups to circle items to “create” their own menu.

- Emphasize that the trail mix recipe must be realistic.
- Have groups assess and describe how their menu is an application of the solution to one of the barriers (it is “grab-and-go”, “easy to fix”, something to cure the boredom of typical breakfast food).



Move and Learn

Barriers and Solutions

1. Place a sheet of paper and pencils at six stations around the perimeter of the room. Ask kids to form a circle around the perimeter of the room.
2. Tell them you will be signaling them to walk clockwise around the room. Every kid is to write an answer during each of 3 rounds. You may use a clock as a timer or music to signal them to go and stop.
3. Demonstrate on the whiteboard how to fill out the papers located at six stations.

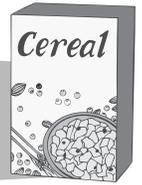
<u>Round 1: Barrier</u>	<u>Round 2: Solution</u>	<u>Round 3: Healthy Breakfast</u>
No time	Grab and go	apple, cheese, granola bar
4. Signal them to begin walking around the room.
5. When time is up, tell kids go to the nearest station (3 kids per station) and write down one of their own barriers to eating breakfast. While they wait, they can march in place.
6. For round 2: Write a solution to a barrier listed at that station.
7. For round 3: Write a healthy breakfast idea for a solution at that station.
8. Discuss the results.

7th grade enrichment activity

Have kids identify less healthy breakfast choices (higher fat or with added sugar) for which it would be healthier to choose a smaller amount, or eat it less frequently. Use the USDA Nutrient Database (www.nal.usda.gov/fnic/foodcomp/search) for data to compare fat and sugar content, e.g., sweet rolls, donuts, sausage.

8th grade enrichment activity

Compare fast food menus for less healthy menus and then healthier options. Nutrient data for major restaurant chains is available online or in the restaurant. Write a brief fact finding paper about what was learned and their conclusions. Ask what the findings mean personally.



Name: _____ Date: _____

Lesson 2: Breakfast Go Power Worksheet

A. Create your own trail mix recipe. Include dry cereal in your trail mix and use foods from at least 2 other food groups.

- Write the recipe. Use the template as a guide to list ingredients, the amount of each ingredient (in cups, tsp. and Tbsp.), directions if needed, serving size, and the number of servings.
- Identify the percentage of each food group represented in 1 serving.

Answer the following questions:

1. Determine how many kids in your group would try the recipe as a “grab and go” breakfast. What is the % who would eat it?
2. Calculate the amount of cereal needed for a grocery list (1 cup dry cereal = 1 oz.)
 - a. How many times would you be able to make your recipe with a 12 oz. box of cereal? _____
 - b. If you want to make the recipe 5 times in a week, how many boxes of cereal will you need to put on a grocery list? _____

B. Use the “Menu Planner” below to create your own healthy breakfast.

- When choosing breakfast, pick from at least 3 food groups or more.
- Circle the food choices to identify your healthy breakfast menu.

<i>TEMPLATE</i>
Recipe name ____ Trail Mix
Ingredients:
1. _____
2. _____
3. _____
4. _____
Directions: _____
Serving size: _____
of servings: _____
Food groups: _____

Grains 1 Ounce or Equivalent	Vegetables 1 Cup or Equivalent	Fruits 1 Cup or Equivalent	Dairy 1 Cup or Equivalent	Protein 1 Ounce or Equivalent
½ c. mini pretzels	1 c. broccoli	1 small apple	1 c. low fat, skim milk	12 almonds
1 mini bagel	1 c. cucumber slices	1 large banana	2 c. cottage cheese	16 peanuts
1 slice whole grain bread/toast	1 c. potato slices	½ c. dried fruit	1½ oz. low fat cheese	3 Tbsp. pumpkin seeds
1 cup whole grain cereal	1 c. red or green pepper rings	1 medium pear	1½ oz. low fat string cheese	1 Tbsp. peanut butter
1 small whole wheat tortilla	1 c. salsa	1 c. grapes	½ c. shredded cheese	1½ Tbsp. sunflower seeds
2 – 3” whole grain pancakes	½ c. sun dried tomato bits	1 large orange wedges	1 c. yogurt	1 egg
½ c. cooked cereal	1 c. tomato	1 large peach	1 c. soy milk	1 oz. lean meat
½ c. brown rice	1 c. zucchini slices	8 large strawberries	1 c. calcium fortified juice	¼ c. cooked black or pinto beans

Sources: MyPlate and USDA Nutrient Database