

# CLASSROOM ACTIVITIES

## Grades 3-5

### Grain Tracks

#### Objectives:

1. Students will keep track of the servings of grain foods they usually eat.
2. Students will set a goal to eat at least three servings of whole grain foods every day.

#### Materials:

- Grain Tracks Sheet (1 per student)
- 1 cup measuring cup
- ½ cup measuring cup
- Transparency of Grain Tracks Sheet
- Overhead projector

#### Preparation:

Find out which foods on the school lunch and/or breakfast menu this week are made with whole grains. Ask your school foodservice manager to help out with this, if you're unsure.

Note: Students will keep track of their daily intake of whole grain foods for three days. You will need to allow time for them to do this each day for the next three days.



## Grain Tracks, page 2

# Part 1

**A.** Explain to the students:

Now that you know how important it is to eat whole grain foods every day and that lots of foods contain whole grains let's see how many of these foods you are actually eating. For the next three days you will be keeping track of the foods you eat that are made from grains and which ones are made with whole grains. After you see how you're doing then you can set a goal to do better.

**B.** Hand out a Grain Tracks sheet to each student.

**C.** Tell the students to put their name on the sheet.

**D.** Explain the following directions. If possible, make a transparency of the Grain Tracks sheet and fill it in as you explain the directions.

- 1.** We will be filling in this chart for the next three days. Each day you will write down what foods you ate the day before or that morning or at lunchtime that were made from grains.
- 2.** Ask: What kinds of foods are made from grains?  
Bread, crackers, cereal, pasta, noodles, tortillas, muffins, rice...etc.
- 3.** Let's look at Day 1. That will be today. Write down any grain foods you had for breakfast.
- 4.** If any of those were made with whole grains, circle them. (If students ate at school you can help them identify the whole grain foods. If they did not, they should ask at home so they can fix their chart the next day.)
- 5.** Now we need to know how much of these foods you ate. For example, for good health, it's recommended that kids eat at least five to six servings of foods made from grains. This means we have to know what a serving is. A serving is equal to one ounce. We can't weigh our food every time we eat it so we can think of a serving this way (use the measuring cups to show the students how much a cup and half cup are):

1 slice of bread  
1 cup of ready-to-eat cereal  
½ cup of cooked rice or pasta  
5-7 crackers  
½ of a medium bagel

**Note:** Check out [www.choosemyplate.gov](http://www.choosemyplate.gov) for more information on what counts as an ounce-equivalent in the grain group.

- 6.** Next to each food that you listed write how many grain servings it was. For example, if you had a bowl of cereal, it is equal to one serving. If you had a sandwich with two pieces of bread, it is equal to two servings. (If this class is after lunch, have them fill in their grain foods for lunch as well. If not, allow a few minutes for them to do so after lunch.)
- 7.** Tomorrow, you can fill in what you ate for the rest of the day today.

**E.** For the next three days allow time for the students to fill in their charts. Continue the next part of the activity on the fourth day.



## Grain Tracks, page 4

# Part 2

Note: Try to make the day that students try to meet their goal a day when they have an opportunity to eat whole grains in the school lunch and breakfast. Point this out when they are setting their goal.

- A.** Tell the students to take out their Grain Tracks Sheets. They will now look at how many grain foods they usually eat and how many are made from whole grains.
- B.** Have the students count up how many servings of grains they ate each day and to write that number in the space on their sheet.
- C.** Then ask them to count up the number of circled whole grain foods they ate each day and to write that number in the space on their sheet.
- D.** Ask:  
How many ate at least five to six servings of grains all three days?  
How many ate at least five to six servings of grains on two days?  
How many ate at least four servings of grains on all three days?  
How many ate at least four servings of grains on two days?  
How many ate at least three servings of whole grains on all three days?  
How many ate at least three servings of whole grains on two days?
- E.** Point out the goal-setting portion of the Grain Tracks Sheet. Explain that today they will set a goal to eat one more serving of whole grains. They can do this for today or tomorrow.
- F.** Divide the class into pairs so that each student has a goal partner. Using the transparency of the Grain Tracks sheet, give an example of how to set a goal to add one more serving of whole grains in a day. Ask the class for examples of how to do this.
- G.** Tell students to fill in their goals and have their partners sign their goal sheets. They will check in with each other tomorrow.
- H.** Allow time for students to check in with their goal partners to see if they added a whole grain food as they had planned. If they did, their partner should sign their sheet. If not, they should try again tomorrow.
- I.** Ask students who did reach their goal what they did and how they did it.
- J.** Congratulate the students on working hard to eat more whole grain foods.



# Grain Tracks Sheet

Fill in the chart by writing in the foods made from grains that you eat each day. Circle the foods made from whole grains. Do your best to fill in the number of servings of each food. Here are some examples of servings:

- 1 slice of bread
- 1 cup of ready-to-eat cereal
- ½ cup of cooked rice or pasta
- 5-7 crackers
- ½ of a medium bagel

	Food	Servings	Food	Servings	Food	Servings
Breakfast						
Snack						
Lunch						
Snack						
Dinner						
Snack						
Total Servings of grains						
Total servings of whole grains						

## GO WITH THE WHOLE GRAINS GOAL

I, \_\_\_\_\_ will try to eat one more serving of whole grain food than I usually eat.  
(Your name)

Today I will plan to eat \_\_\_\_\_ for breakfast, lunch, dinner, snack (circle one).

\_\_\_\_\_  
(You sign here)

\_\_\_\_\_  
(Goal partner signs here)

I did it! \_\_\_\_\_  
(You sign here)

\_\_\_\_\_  
(Goal partner signs here)

I didn't do it but I'm going to try again!

\_\_\_\_\_  
(You sign here)

\_\_\_\_\_  
(Goal partner signs here)

