

## Picky Penelope and the Plate

**WebQuest Description:** This webquest is about the MyPlate food guide. Students will learn about the five food groups included in MyPlate - grains, fruits, vegetables, protein and dairy. Students will learn what foods are included in each group and how many servings from each food group should be eaten each day.

**Grade Level:** K-2

**Curriculum:** Health / PE

**Keywords:** MyPlate, nutrition, health, food group, grains, vegetables, fruits, dairy, protein

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**WebQuest URL:** <http://zunal.com/webquest.php?w=78847>

### Introduction

Hello young chefs! Are you ready for a food-tastic adventure? Grab your pots, pans, potato peelers and pie plates and prepare to help Penelope Pickle, the pickiest eater on the planet.

### Tasks

Penelope Pickle is a second grade student whose health is in peril. She's the pickiest eater on the planet and she only likes to eat peanut butter cookies, potatoes and pancakes. Your team of five premier chefs has been hired by Penelope's parents, Pete and Paula Pickle, to introduce Penelope to the MyPlate food guide and present her with a variety of nutritious foods that she will enjoy. You must research the five main food groups found in the MyPlate guide, learning more about the foods found in each group and how many servings of each group Penelope should eat each day. Once you're a "Plate pro," your team must plan a one-day menu for Penelope that includes plenty of palate-pleasing foods from each food group. Are you prepared? Grab your pasta, peppers, peanuts and peaches and let's go! To begin, listen to the song, watch the video and do the interactive activity below. They will introduce you to the MyPlate food guide.

### Process

You will be assigned to a team of 5 students. Before you begin, your team needs to choose a team name. The team name should be food-related and you can make it as silly as you'd like. Each team member will then choose one of the five main food groups in the MyPlate guide - grains, fruits, vegetables, dairy or protein. Each team member must choose a different food group. Each team member will then research the food group he/she chose. You can use the links that begin with "RESEARCH" at the bottom of the page to help with your research. Before beginning your research, print the "My Food Group Worksheet" and use this sheet to organize the information you find. You will turn in this worksheet at the end of the assignment. Once all team members have finished their research, each member must share what he/she learned with the rest of the team. Team members will then print and work together to complete the "Food Group Practice Sheet" and the "What Doesn't Belong?" worksheet. These sheets will be turned in at the end of the assignment. Once your research and worksheets are complete, you can begin your final and most important task - creating a one-day menu for Penelope. The menu should include 3 meals and 2 snacks (breakfast, mid-morning snack, lunch, mid-afternoon snack and dinner). The menu should meet the MyPlate guidelines for the number of daily servings of each food group. You may not use any specific food/drink more than once; however, you can use variations of a food/drink. For example, you can use white milk at one meal and chocolate milk at another or cheddar cheese at lunch and cottage cheese for a snack. Write your menu on the "Penelope's Menu" worksheet. Remember, Penelope needs to eat a variety of foods, so be creative and have fun! Check out the "Games" links at the bottom of the page to help you perfect your menu-planning skills.

### Evaluation

You will be graded in four areas - how well you listened to and followed directions, the extent to which you completed the individual research and activity portion, your level of participation within the group and in completing the group activity and your understanding of the general concepts associated with this webquest.

Category and Score	Beginning	Developing	Very Good	Exemplary	Score
Listening/ Following Directions	Student did not listen to and follow directions. Student did not appropriately use technology.	Student listened to and followed directions some of the time. Student attempted to use technology appropriately some of the time.	Student listened to and followed directions most of the time. Student usually utilized technology in an appropriate manner.	Student listened to and followed directions all of the time. Student used technology in an appropriate manner throughout the assignment.	25%
Completion of Individual Research/Activity	Student did not complete the individual research and activity. Student did not attempt to use digital tools to perform research and complete the individual activity.	Student completed some of the individual research and activity. At times, student used digital tools to perform research and complete the individual activity.	Student completed most of the individual research and activity. Student used digital tools to perform research and complete the individual activity most of the time.	Student completed the individual research and activity portion. Throughout the entire assignment, student correctly utilized digital tools to perform research and complete the individual activity.	25%
Group Participation and Completion of Group Activities	Student did not participate in the group activity. Student showed no interest in assisting with the completion of the worksheets or final menu.	Student participated minimally with the group and offered little assistance in the completion of the worksheets and final menu.	Student was involved in most group activities and offered some assistance in the completion of the worksheets and final menu.	Student was very involved in the group activity and greatly contributed to the completion of the worksheets and final menu.	25%
Understanding of General Concepts	Student did not gain an understanding of the food pyramid. Student did not attempt to learn how digital tools can be used to perform research and gain knowledge.	Student gained some knowledge of the food pyramid. Student put forth a small amount of effort in learning how to use digital tools to perform research and gain knowledge.	Student gained much knowledge of the food pyramid and the importance of using digital tools to perform research and gain knowledge.	Student demonstrated a thorough understanding of the food pyramid and the importance of using digital tools to perform research and gain knowledge.	25%
				Total Score	100%

## Conclusion

Congratulations and great job! You created a menu that includes a variety of foods from all five food groups and you learned a lot about the MyPlate guide in the process. I just heard from Penelope's parents, Pete and Paula Pickle, and they said that Penelope is positively passionate about the foods you chose for her and she cannot wait to see what you, her premier pack of chefs, plan for tomorrow's menu. As a thank you, Penelope's parents have a small present for each of you - your very own chef's hat and a book of yummy recipes. Please see your professor (also known as your teacher) for your presents. Thanks again and don't forget to eat from all five food groups every day. Your body will thank you! If you'd like to read a book about eating healthy, try one listed below: Showdown at the Food Pyramid by Rex Barron, The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller Gregory, the Terrible Eater by Mitchell Sharmat, Oh the Things You Can Do That Are Good for You! All About Staying Healthy by Tish Rabe. To learn more about the MyPlate guide and play some fun games, visit the links at the bottom of the page.

## Teacher Page

This webquest teaches students about the MyPlate guide for healthy eating. Students learn about the different food groups, what items are included in each food group and how many servings of each food group are needed each day. The webquest could be completed over the course of several days.

### Standards

Grade Level Expectations - Second Grade Health Education

Health Maintenance and Enhancement

2 - Nutrition

A - Essential Nutrients and Food Groupings

Grade 2 - Identify healthy food choices in each of the five food groups (sorting play food or pictures into food groups).

From: <http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-health-gle-0507.pdf>

#### ISTE NETS-S for Students

1. Creativity and Innovation
  - b. Create original works as a means of personal or group expression
2. Communication and Collaboration
  - d. Contribute to project teams and produce original works or solve problems
3. Research and Information Fluency
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
4. Critical Thinking, Problem Solving and Decision Making
  - b. Plan and manage activities to develop a solution or complete a project
5. Digital Citizenship
  - a. Advocate and practice safe, legal, and responsible use of information and technology
  - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
6. Technology Operations and Concepts
  - a. Understand and use technology systems
  - b. Select and use applications effectively and productively

From: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

#### **Credits**

Credit is given to all the websites mentioned in this Webquest, without which my students would not have learned as much about the Food Pyramid and the benefits of eating a balanced diet.

All clipart, with the exception of the "MyPlate" logo, came from Microsoft Office clipart.

<http://office.microsoft.com/en-us/images/>

The "MyPlate" logo came from the U.S. Department of Agriculture at <http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>.

#### **Other**

##### Extension Activities

The following websites contain additional activities, information, tips and recipes related to the Food Pyramid.

<http://www.choosemyplate.gov/>

<http://www.nourishinteractive.com/>