

# Common Terms in the CACFP

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**CACFP iTrain  
Simple Lesson Plan**

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# Common Terms in the CACFP

## CACFP iTrain Simple Lesson Plan

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**Intended Audience:** CACFP personnel and other child care staff

**Description:** This lesson will highlight some of the most common terms used in the CACFP meal pattern requirements.

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## Institute of Child Nutrition The University of Mississippi

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
<b>Introduction</b>			
5 minutes	▶ Introduction and Overview		<ul style="list-style-type: none"> <li>▶ PowerPoint slide deck</li> <li>▶ Computer</li> <li>▶ Projector (if available)</li> <li>▶ Pens or Pencils</li> <li>▶ Handout: Common Terms in CACFP</li> </ul>
<b>Objective:</b> Define common CACFP meal pattern terms for meeting the program requirements.			
15 minutes	▶ Common Terms in the CACFP	▶ Matching the Terms to the Scenario	<ul style="list-style-type: none"> <li>▶ Worksheet: Match the Terms to the Scenario – Terms</li> <li>▶ Worksheet: Match the Terms to the Scenario – Scenarios</li> </ul>
<b>Conclusion</b>			
10 minutes	<ul style="list-style-type: none"> <li>▶ Lesson Summary</li> <li>▶ Training Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Speed Action Planning</li> <li>▶ Training Evaluation (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Worksheet: Speed Action Planning</li> <li>▶ Optional: Training Evaluation &amp; Training Certificate</li> </ul>
<b>Total Time: 30 minutes</b>			

## References

Institute of Child Nutrition. (2017). *CACFP meal pattern requirements training*. <https://theicn.org/icn-resources-a-z/CACFP-meal-pattern-training/>

U.S. Department of Agriculture, Food and Nutrition Service. (2018, April 4). *CACFP 09-2018: Grain requirements in the Child and Adult Care Food Program; questions and answers*. [https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP09\\_2018os.pdf](https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP09_2018os.pdf)

U.S. Department of Agriculture. (2019). *Food buying guide for child nutrition programs*. <https://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>

## Internet Resources

▶ Institute of Child Nutrition: [www.theicn.org](http://www.theicn.org)

▶ USDA's Team Nutrition: <https://www.fns.usda.gov/tn>

## Preparation Checklist

**Instructions:** Use the Preparation Checklist to prepare for the training session. Keep track of your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
<b>Gather Materials</b>	
<input type="checkbox"/>	▶ Training Script
<input type="checkbox"/>	▶ Computer and Projector Screen
<input type="checkbox"/>	▶ Worksheets and Handouts: <ul style="list-style-type: none"> <li>• Common Terms in the CACFP</li> <li>• Match the Terms to the Scenario</li> <li>• Speed Action Planning</li> </ul>
<input type="checkbox"/>	▶ Pens or pencils (one per participant)
<input type="checkbox"/>	▶ Optional: Training Certificate/Evaluation/Feedback Form (one per participant)
<b>Prepare for Lesson</b>	
	<b>Before the training day:</b>
<input type="checkbox"/>	▶ Review the training script and research any relevant State or local requirements. <ul style="list-style-type: none"> <li>• The content reflects the Federal regulations and/or national best practices or standards. However, it's essential to include any additional State or local requirements when presenting this training.</li> </ul>
<input type="checkbox"/>	▶ Make enough copies of the handouts for each participant.
<input type="checkbox"/>	▶ Test the PowerPoint on the computer and projector screen.
<input type="checkbox"/>	▶ Optional: Develop and print a session certificate/evaluation/feedback form (one per participant).
	<b>On the training day:</b>
<input type="checkbox"/>	▶ Place pens or pencils on tables (one per participant).
<input type="checkbox"/>	▶ Distribute materials to each participant.
	<b>On the instructor's table:</b>
<input type="checkbox"/>	▶ Training Script
<input type="checkbox"/>	▶ Instructor's copy of handouts and/or worksheets
<input type="checkbox"/>	▶ Optional: Session Evaluation/Feedback Forms

## Training Script

<p><b>Introduction</b></p> <p><b>Welcome!</b></p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> <li>▶ Distribute handouts to the participants.</li> <li>▶ Welcome the participants to the training.</li> <li>▶ Introduce yourself to the participants. Allow the participants to introduce themselves by sharing their name and one thing they would like to get from this training.</li> </ul>
<p><b>Common Terms in the CACFP</b></p> <p><b>Share core content:</b> The terms that will be covered today are often heard or read about in the Child and Adult Care Food Program (CACFP) regulations, policy memos, and other training.</p> <p><b>Ask posing question:</b> What are some terms you've heard connected to the CACFP meal patterns?</p>
<p><b>Overview</b></p> <p><b>Share core content:</b> This training will highlight common terms used when describing CACFP meal pattern requirements. By understanding what these terms mean, you will be able to apply the CACFP meal pattern requirements for reimbursable meals. Use the Common Terms in the CACFP handout to follow along with the presentation.</p> <p><b>Handout:</b> Common Terms in CACFP</p>
<p><b>Objective:</b> Define common CACFP meal pattern terms for meeting the program's requirements.</p>
<p><b>Meal Pattern</b></p> <p><b>Share core content:</b> When participating in the CACFP, operators receive reimbursement for serving nutritious meals and snacks based on the meal pattern requirements.</p> <p><b>Ask posing question:</b> How would you define meal pattern?</p> <p><b>Share core content:</b> The meal pattern is a standardized chart with food components and minimum serving sizes for different age groups. These meal standards are based on the Dietary Guidelines for Americans, science-based recommendations from the National Academy of Medicine, and stakeholder's input. The meal pattern must be followed to receive reimbursement for meals and snacks. The meal pattern varies for breakfast, lunch, supper, and snacks.</p>
<p><b>Food Components</b></p> <p><b>Share core content:</b> The meal pattern specifies food components for each meal. There are five food components: fluid milk, vegetables, fruits, grains, and meats/meat alternates. These five food components are the categories that make up a reimbursable meal.</p>

<p><b>Minimum Serving Sizes</b></p> <p><b>Share core content:</b> The meal pattern also specifies minimum serving sizes for each food component at each meal and snack. The least amount of food required must be served to each child for the meal to be reimbursed. The serving sizes vary according to the meal and the age of the child being served.</p> <p><b>Ask posing question:</b> What two things make up the CACFP meal pattern?</p> <p><b>Feedback:</b> Food components and minimum serving sizes</p>
<p><b>Creditable Foods</b></p> <p><b>Ask the posing question:</b> Does anyone know an example of a creditable food?</p> <p><b>Share core content:</b> Creditable foods are those that meet special CACFP requirements for a reimbursable meal. Some examples are:</p> <ul style="list-style-type: none"> <li>▶ Milk must be unflavored low-fat (1%) or unflavored fat-free (skim) milk for children 2–5 years of age.</li> <li>▶ Breakfast cereals must contain no more than 6 grams of total sugars per dry ounce.</li> <li>▶ Yogurt (milk or soy) must contain no more than 23 g of total sugars per 6 oz.</li> </ul> <p>Those are just a few examples. The USDA Food Buying Guide (FBG) is a resource available from the USDA that provides more details on creditable foods. Use the FBG to select the right foods in the appropriate amounts for your program.</p>
<p><b>Common Grains Component Terms</b></p> <p><b>Share core content:</b> Of all the food components, the grain component, in particular, has a few terms that are important to know. Knowing these terms will help determine whether a grain food is creditable or not.</p>
<p><b>Refined Grains</b></p> <p><b>Share core content:</b> Refined grains are those that have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients. Refined grains are not creditable in the CACFP because most of the nutrients are removed. For example, if a bread product listed white flour as the first ingredient, it would be considered a refined grain.</p>
<p><b>Enriched Grains</b></p> <p><b>Share core content:</b> Enriched grains go through a process that adds nutrients to a refined grain product, such as iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid). For example, enriched white flour would be the first ingredient to look for when purchasing bread. Enriched grains are creditable in the CACFP because they are more nutritious than refined grains.</p>

<p><b>Fortified Grains</b></p> <p><b>Share core content:</b> Fortified grains have been processed to add vitamins and minerals that were not originally in the food. The product is labeled as “fortified” for breakfast cereal or the ingredient list includes the vitamins and minerals added to the product. Fortified breakfast cereal does not need to be enriched.</p>		
<p><b>Whole Grains</b></p> <p><b>Share core content:</b> Whole grains do not go through the refinement process. They consist of the entire cereal grain seed or kernel, so they still have the nutrient-rich bran and germ layers. These grains are important because they are a good source of fiber and provide nutrients not available in enriched grains.</p>		
<p><b>Whole Grain-Rich</b></p> <p><b>Share core content:</b> CACFP requires that at least one serving of grains per day must be whole grain-rich. Foods that are whole grain-rich either contain:</p> <ul style="list-style-type: none"> <li>▶ 100% whole grains, which means a whole grain is listed as the first ingredient</li> <li>▶ At least 50% whole grains and any remaining grains are enriched. There cannot be any unenriched grains listed on the ingredient label.</li> </ul>		
<p><b>Grain-Based Desserts</b></p> <p><b>Share core content:</b> On Exhibit A, grain-based desserts are those items marked with superscripts 3 and 4. These foods have added sugar and are not creditable for CACFP meals and snacks.</p> <p>Grain-based desserts:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>▶ Breakfast bars</li> <li>▶ Brownies</li> <li>▶ Cakes</li> <li>▶ Cereal</li> <li>▶ Cookies</li> <li>▶ Doughnuts</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>▶ Fruit turnovers</li> <li>▶ Granola bars</li> <li>▶ Sweet piecrusts</li> <li>▶ Sweet rolls</li> <li>▶ Toaster pastries</li> </ul> </td> </tr> </table> <p><b>Ask posing question:</b> Are there any questions about these terms that refer to grains?</p>	<ul style="list-style-type: none"> <li>▶ Breakfast bars</li> <li>▶ Brownies</li> <li>▶ Cakes</li> <li>▶ Cereal</li> <li>▶ Cookies</li> <li>▶ Doughnuts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Fruit turnovers</li> <li>▶ Granola bars</li> <li>▶ Sweet piecrusts</li> <li>▶ Sweet rolls</li> <li>▶ Toaster pastries</li> </ul>
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<p><b>Family Style Meal Service</b></p> <p><b>Share core content:</b> Family style meal service allows children to serve themselves from common food platters with assistance from supervising adults. This style of meal service is highly encouraged in the CACFP.</p> <p>For reimbursable meals and snacks, all food components (including food and beverages) must be on the table when the children sit down to eat. The minimum serving amount for each child, plus extra for the supervising adult, must be available in the bowls, platters, or pitchers on the table. Children must be allowed to serve themselves food (with your assistance if needed). However, you may choose to serve the children beverages, such as milk, juice, and water.</p> <p><b>Ask posing question:</b> Do any of you serve meals, family style? What is one tip for being successful?</p>
<p><b>Activity: Match the Terms to the Scenario</b>  <b>Time: 10 minutes</b></p> <ul style="list-style-type: none"> <li>▶ <b>Purpose:</b> The activity aims to review the terms and apply them to common child care scenarios.</li> <li>▶ <b>Materials Needed:</b> <i>Flash Cards – Terms, Flash Cards – Scenarios</i>, painter’s tape</li> <li>▶ <b>Instructions:</b> Tape the Flash Cards – Terms to the wall with painter’s tape. Divide participants into ten groups and give each group a scenario. Instruct the groups to match their scenario to the correct term. After each group has matched their scenario to the term, have a presenter from each group read their scenario and the term that applies to it. Provide any clarification needed to ensure the audience understands the ten terms.</li> </ul>
<p><b>Conclusion</b></p>
<p><b>Lesson Conclusion</b></p> <p><b>Share core content:</b> This lesson focused on the CACFP terms related to meal pattern requirements. It is important to know these terms to understand the requirements of the meal pattern charts. Knowing the differences between refined grains, enriched grains, fortified grains, whole grains, whole grain-rich, and grain-based desserts provides a greater understanding of CACFP meal requirements for the grains food component. Also, the family style meal service requirements were briefly covered as an option for meals and snacks.</p> <p><b>Ask posing question:</b> What questions do you have?</p>

**Activity: Speed Action Planning**  
**Time: 5 minutes**

- ▶ **Purpose:** The purpose of this activity is to establish future steps for applying the information in their workplace.
- ▶ **Materials Needed:** Speed Action Planning worksheet, Planner or Cell Phone Calendar App, and Pencil/Pen
- ▶ **Instructions:** Distribute the Speed Action Worksheet. Inform participants that it is important to develop a plan for using the training’s information. Ask them to take 1–2 minutes to answer the following three questions to establish an action plan.
  - What did you learn in this training?
  - How will you apply this information in your current or future role?
  - When will you apply this information?

Once the participants have finished, encourage them to save this goal to a planner, calendar app, or other sources to ensure they follow through with their plan. Following this activity, dismiss the participants from the training.

**Thank You!**

Complete the following tasks:

- ▶ Conclude the training.
- ▶ Refer participants to the Institute of Child Nutrition for additional information at [helpdesk@theicn.org](mailto:helpdesk@theicn.org) or 800-321-3054.
- ▶ Distribute any certificates or evaluations.

Common Terms in CACFP	
Key Terms	Definition
Creditable foods	Foods that meet CACFP requirements for a reimbursable meal; consult USDA Food Buying Guide for specific details
Enriched grains	Grains that have been processed to add nutrients back to a refined grain product; usually iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid)
Family style meal service	A type of meal service that allows children to serve themselves from common platters of food with assistance of supervising adults
Food components	Food categories that make up a reimbursable meal, including fluid milk, vegetables, fruits, grains, and meats/meat alternates
Fortified grains	Grains that have been processed to add vitamins and minerals that were not originally in the food
Grain-based desserts	Those on Exhibit A that are denoted with superscripts 3 and 4 Examples: cakes, cookies, sweet piecrusts, fruit turnovers, doughnuts, cereal, breakfast and granola bars, toaster pastries, sweet rolls, and brownies
Meal pattern	A chart with specific food components and minimum serving sizes for different age groups that must be followed in order for the meal to be reimbursed; meal pattern varies for breakfast, lunch, supper, and snacks
Minimum serving sizes	The amount of a given food component that must be served to a child for the meal to be reimbursed
Refined grains	Grains that have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients
Whole grains	Grains that consist of the entire cereal grain seed or kernel
Whole grain-rich	Foods that contain 100% whole grains, or at least 50% whole grains and any remaining grains are enriched



## Match the Terms to the Scenario

**Instructions:** Print the terms below and tape them on the wall around the room. Be sure to tape the terms in a visible place for everyone to see.

# Meal Pattern

# Food Components

# Minimum Serving Sizes

# Creditable Foods

# Refined Grains

# Enriched Grains

# Fortified Grains

# Whole Grains

# Whole Grain-Rich

# Grain-Based Desserts

# Family Style Meal Service

## Match the Terms to the Scenario

**Instructions:** Print the scenarios below and assign one to each group. Have each group match their scenario to the correct term. After each group has matched their scenario to the term, have a presenter from each group read their scenario and the term that applies to it.

Mary is new to the CACFP. To make sure she serves the right foods and serving sizes, she will consult the \_\_\_\_\_ requirements.

Milk, grains, and fruit are the \_\_\_\_\_ that make up a reimbursable breakfast.

When serving milk to three-year-olds at lunch,  $\frac{3}{4}$  cup is the \_\_\_\_\_ that is required.

John regularly consults the *Food Buying Guide* to determine if his menu has \_\_\_\_\_.

\_\_\_\_\_ are not creditable because they have been processed to remove the bran and germ.

\_\_\_\_\_ are creditable because they have had iron, B vitamins, and other nutrients added back.

Jill noticed a breakfast cereal that had a list of 25 vitamins and minerals on the ingredient list. This is an example of a(n) \_\_\_\_\_.

Linda has chosen brown rice to serve at lunch. This is an example of a(n) \_\_\_\_\_.

Bill has chosen a bread that lists whole wheat flour, oats, and enriched white flour. This bread is \_\_\_\_\_.

Susan is looking at Exhibit A and sees that breakfast bars have a superscript 4, which indicates it is a(n) \_\_\_\_\_.

Bob is changing the meal service at his day care center from pre-plated meals to \_\_\_\_\_. This will allow children to learn how to serve themselves.



**Match the Terms to the Scenario: Answer Key**

1. Mary is new to the CACFP. To make sure she serves the right foods and serving sizes, she will consult the **meal pattern** requirements.
2. Milk, grains, and fruit are the **food components** that make up a reimbursable breakfast.
3. When serving milk to three-year-olds at lunch,  $\frac{3}{4}$  cup is the **minimum serving size** that is required.
4. John regularly consults the *Food Buying Guide* to determine if his menu has **creditable foods**.
5. **Refined grains** are not creditable because they have been processed to remove the bran and germ.
6. **Enriched grains** are creditable because they have had iron, B vitamins, and other nutrients added back.
7. Jill noticed a breakfast cereal that had a list of 25 vitamins and minerals on the ingredient list. This is an example of a **fortified grain**.
8. Linda has chosen brown rice to serve at lunch. This is an example of a **whole grain**.
9. Bill has chosen a bread that lists whole wheat flour, oats, and enriched white flour. This bread is **whole grain-rich**.
10. Susan is looking at Exhibit A and sees that breakfast bars have a superscript 4, which indicates it is a **grain-based dessert**.
11. Bob is changing the meal service at his day care center from pre-plated meals to **family style meal service**. This will allow children to learn how to serve themselves

## Speed Action Planning

**Instructions:** Today's training featured key information on the common terms used in the CACFP meal pattern requirements. Answer the following three questions to establish a plan for using the information.

**1. What did you learn in this training?**

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**2. How will you apply this information in your current or future roles?**

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**3. When will you apply this information (e.g., one week, one month, six months, etc.)?**

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