

English/language arts
Lessons
K-4

Investigate! BEAN-GO

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade 3: 1, 4, 5, 6, 7

Grade 4: 1, 4, 5, 6, 7

HEALTH Benchmarks

3-E-1

6-E-3

Materials

1. *Jack and the Beanstalk* (1991) by Steven Kellogg, New York: Morrow Junior Books.
2. *MyPyramid for Kids* Poster
3. BEAN-GO cards
4. Beans for markers
5. BEAN-GO clues and answers sheet.

Activity Overview

Participants listen to (or read) the folktale, *Jack and the Beanstalk*, then answer some comprehension questions. Then, they will read the “It’s All About Beans” information. After a discussion about the role that beans play in a healthy diet, they will play BEAN-GO, using word or phrase definitions to mark their BEAN-GO cards.

Key Concepts

- Folktales are stories that students enjoy reading and telling over and over.
- The USDA recommends that children eat 3-4 ounce equivalents from the Meat and Beans group each day.
- Beans are a great source of protein and fiber.
- Proteins are building blocks of the body because they build, repair, and maintain body tissues.
- Beans are plentiful, inexpensive, and easy to prepare.

Procedure

Preparation: Print the materials and cut apart the BEAN-GO cards.

1. Ask, “What is a folktale?” to introduce the story. Read *Jack and the Beanstalk*. (The story can also be found online via an Internet search engine). To assess comprehension and sequencing skills, ask questions, such as, “Why did Jack have to sell the cow?” “Why was Jack’s mother angry?” “What did Jack take back home from his first visit to the Giant’s house?” “On which visit did Jack take the golden harp?”
2. Look at the *MyPyramid for Kids* poster. Find the Meat and Beans Group. Discuss ways to prepare beans (separate, with rice, in soups, etc.).
3. Read “It’s All About Beans.” (See “Key Concepts.”)
4. Pass out BEAN-GO cards and beans for markers. Use the clues and answers sheet to play BEAN-GO.
5. Refer to the *MyPyramid for Kids* poster. Share new information learned from reading, “It’s All About Beans” and reviewed in the BEAN-GO game.

Closure/Evaluation

After completing the activity, families discuss the value of eating beans, select new varieties of beans to try, and talk about different ways to prepare them. If the bean display is available, they may visit it to learn more about the benefits of eating a more healthful diet that includes beans.

Investigate! BEAN-GO

LAB INSTRUCTIONS

1. What is a folktale? Folktales are stories handed down from generation to generation. They were not written down in the beginning and that is why some versions of the story may be a bit different from others. Read *Jack and the Beanstalk*.
2. Why did Jack have to sell the cow? Why was Jack's mother angry? What happened to the five beans? What did Jack take back home from his first visit to the Giant's house? On which visit did Jack take the golden harp?
3. Look at the *MyPyramid for Kids* poster and find the Meat and Beans Group. Discuss ways to prepare beans and favorite bean dishes. Discuss how to season beans using low-fat methods.
4. Pass out the BEAN-GO cards and bean markers. Use the clues and answers activity sheet to play BEAN-GO. Directions for playing: Call out clues in random order. The student places a bean on a word if it is found on his or her BEAN-GO card. When there are three beans in a row (across, up and down, or diagonally), the player says, "BEAN-GO" and wins the game. Play as many games as time allows.

Read and discuss your Key Concepts!

What role do beans play in a healthy diet?

Which beans discussed are in the meat and bean food group?

Be sure to write what you have learned and stamp your

Passport to Good Health!

Investigate! BEAN-GO

BEAN-GO Clues (and Answers)

1. You might find these beans in your taco. (re-fried beans)
2. Another word for beans is _____. (legumes)
3. These beans are dried, roasted, and ground to make something you drink from a cup. (coffee beans)
4. In addition to protein, beans add dietary ___ to the diet. (fiber)
5. The color of these beans rhymes with *slack*. (black)
6. These beans sound like something you might put on your toast. (butter beans)
7. Cooked dry beans and peas can be substituted for ___ in the diet. (meat)
8. A nickname for the city of Boston because they love their baked beans. (Beantown)
9. This sack full of beans is fun to toss around. (beanbag)
10. It's not the Army or the Marines—it's ___ beans. (Navy)
11. These teeny stuffed creatures aren't really babies. (Beanie Babies®)
12. These beans are the same color as the snow. (white beans)
13. Beans are a great source of this nutrient. (protein)
14. These beans are sometimes called snapped beans. (green beans)
15. Beans are planted in rows in the _____. (garden)
16. Chocolate comes from these beans. (cocoa beans).
17. You can get this for your hot dog-with or with out beans! (chili).
18. It's not pig-n-beans; it's ____ (pork-n-beans)
19. Beans with this starchy grain make a complete protein. (rice)
20. This spicy meat is often served with red beans and rice. (sausage)
21. Green beans can be eaten raw or _____. (cooked)
22. Jack climbed this and found a giant at the top! (beanstalk)
23. These chewy sweet beans come in lots of colors and flavors! (jelly beans)

Investigate! BEAN-GO Cards

BEAN-GO Card		
re-fried beans	jelly beans	garden
chili	Beantown	fiber
beanstalk	rice	white beans

BEAN-GO Card		
cocoa beans	fiber	green beans
black	re-fried beans	cooked
legumes	beanstalk	protein

BEAN-GO Card		
Navy	legumes	protein
coffee Beans	Beanie Babies®	beanstalk
rice	meat	butter beans

BEAN-GO Card		
garden	sausage	legumes
protein	jelly beans	black
pork-n-beans	beanbag	fiber

Investigate! BEAN-GO

It's All About Beans!

Beans are also known as legumes. The plants on which they grow can be found in small gardens or in large fields. Green beans are picked before the seeds inside the bean pod mature. They can be eaten raw or cooked and whole or broken in pieces (snapped). Dry beans (and peas) are the mature seeds of legumes. Examples are kidney beans, pinto beans, lima beans, black-eyed peas, and lentils.

These foods are excellent sources of plant protein, and also provide other nutrients such as iron and zinc. Proteins are building blocks of the body because they build, repair, and maintain body tissues. Cooked dry beans and peas can be considered alternatives for meat. They are also excellent sources of dietary fiber.

The USDA recommends that children eat 3-4 ounce equivalents from the Meat and Beans group each day. Beans are plentiful, inexpensive, and easy to prepare. Beans come in colors, such as red, black, and white. Many people like to eat beans and rice together. This dish provides a complete protein and can be substituted for meat in the diet. Some people like to have sausage with their red beans and rice for a spicy addition! Using low-fat meats to season beans is better than using fatty meats. Re-fried beans are cooked and then mashed and can be found in many Mexican dishes.

Some beans are not eaten as they are, but are processed into foods we use in other ways. Coffee beans are dried, roasted, and ground before we use them to make a cup of coffee to drink. Yummy chocolate comes from the cocoa bean. Pork-n-beans and chili and beans are examples of dishes with beans added to other ingredients. The city of Boston, Massachusetts, is famous for baked beans and is nicknamed, Beantown.

Beans sometimes have unusual names. For example, butter beans do not contain butter, and Navy beans aren't just for the military! Sometimes we call things beans that are really not beans at all. For example, jelly beans are not really legumes, but they do come in lots of nice colors and great flavors. Beanie Babies® are not filled with real beans, but beanbags sometimes are! Beans are versatile and fun to eat! Try to include them in your diet several times each week.

Investigate! Grocery Store Vocabulary

Standards References

ENGLISH LANGUAGE ARTS GLEs

Grade 3: 1, 5, 7

Grade 4: 1, 7

HEALTH Benchmarks

1-E-2

2-E-1

2-E-3

Materials

1. Vocabulary Knowledge Rating activity sheet
2. Shopping at the Grocery Store passage
3. Pen and Highlighter (or post-it strips)
4. Grocery Store Vocabulary Glossary
5. Dictionary

Activity Overview

Participants will learn consumer information that will help them make healthful decisions at the grocery store.

Key Concepts

- Parents share the responsibility to help children develop language skills.
- Children learn consumer skills by watching and helping parents.
- Shopping at the grocery store is a great way to teach children how to make healthful food choices.
- A trip to the grocery store can help students build language skills.
- Vocabulary knowledge is an essential component of comprehension.

Procedure

Preparation: Print copies of the *Vocabulary Knowledge Rating* and the *Shopping at the Grocery Store* passage and have a pen and highlighter available.

1. Ask whether anyone enjoys a trip to the grocery store.
2. Complete the Vocabulary Knowledge Rating activity sheet chart.
3. Read the Shopping at the Grocery Store passage, noting the vocabulary words from the Knowledge Rating chart with a highlighter (or post-it strips).
4. Write the definitions for all the words on the Knowledge Rating using contextual information from the passage.
5. Check answers with the Grocery Store Vocabulary Glossary sheet (see “Key Concepts”) and/or a dictionary.
6. Review the Grocery Shopping Tips for Parents information (see “Key Concepts”).
7. For closure ask, “What did you learn that will help you make wise decisions at the grocery store?”

Closure/Evaluation

After completing the activity, families re-read the information found under “Key Concepts” and review the vocabulary. Use the words in context and often. Make a shopping list together for your next trip to the grocery store. Add one new healthful food for your family to try.



Investigate! Grocery Store Vocabulary

LAB INSTRUCTIONS

1. Do you enjoy a trip to the grocery store? Why or why not?
2. Complete the Vocabulary Knowledge Rating activity sheet chart. Be sure to write the definitions for the words you know.
3. Read the Shopping at the Grocery Store passage, noting the vocabulary words from the Knowledge Rating chart by highlighting (or placing a post-it strip at the position of the word).
4. Write the definitions for all the words on the Knowledge Rating chart under the **It means** column using contextual information from the passage.
5. Then, check answers with the Grocery Store Vocabulary Glossary sheet (see “Key Concepts”) and/or a dictionary.
6. Review the Grocery Shopping Tips for Parents information (see “Key Concepts”).
7. Try to use the words often and in context.
8. Make a shopping list together for your next trip to the grocery store.
9. Add one new healthful food to your list for the family to try.

Read and discuss your Key Concepts!

What did you learn that will help you make wise decisions at the grocery store?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Grocery Store Vocabulary

Shopping at the Grocery Store

There are several things that will make the trip to the grocery store more successful. First, make a list, and stick to it! Survey the pantry and review **recipes** for needed items. Careful planning can make shopping for food a positive and educational experience. Grocery stores are designed to make consumers spend lots of money. For example, super-size packages seem better because there is more food for a lower price. However, if the food is chips or other high calorie foods, such as cookies, it would be better to buy packages with smaller portions.

As you shop, notice words that let you know which items are better for you. **Fat-free** means there are less than 0.5 grams of fat per serving, while **low fat** means there are 3 grams of fat or less per serving. The term *unsalted* lets you know that no salt was added during processing, whereas *salt free* means there are less than 5 mg of **sodium** (salt) per serving. Purchase these items instead of those with lots of fat and sodium.

Eat before you go to the grocery store, so hunger won't influence your buying. Take the time to explore your options at the grocery store. Do not purchase **blemished** vegetables and fruits because they may not be fresh. They should smell fresh, and you should always wash them before eating them. Choose **whole grain** foods, such as whole wheat bread, because you will get more **nutrients** per serving than white bread.

Frozen vegetables are sometimes better than fresh because they are **flash frozen** immediately after harvesting. For this reason, frozen vegetables often retain more nutrients that may be lost in the time that it takes the products to be transported from the farm to the store. Shop for frozen foods last so that you can get them home before they start thawing. Put up your groceries as soon as you get home. Make sure refrigerated and frozen items are put away promptly.

Investigate! Grocery Store Vocabulary

Vocabulary Knowledge Rating

Directions: Put a check in the column that best describes your knowledge of the words listed. If you checked, **I know it!**, write a definition for the word in the **It means** column.

Vocabulary Words	I never saw it before..	I kind of know it...	I know it!	It means (Write the definition here.)
recipes				
fat-free				
low fat				
unsalted				
salt-free				
sodium				
blemished				
whole grain				
nutrients				
flash frozen				

Now, read Shopping at the Grocery Store. When you see one of the words from the Vocabulary Knowledge Rating list, highlight it. After reading, go back to the passage and use the information there to write a definition for all of the words under the **It means** column. If you defined a word before reading, look at the way it was used in the passage to make sure your definition is correct. You may also use the Grocery Store Vocabulary Glossary or a dictionary.

Investigate! Grocery Store Vocabulary

Children learn consumer decision-making skills from watching and helping their parents. A trip to the grocery store can include language building experiences.

Grocery Shopping Tips for Parents:

- Encourage your child to read recipes, plan menus, write the grocery list, and help you choose items at the store.
- Add a new, healthful food to your list for everyone to try.
- After shopping, have your child re-tell the experience to a sibling or write a letter about it to a grandparent.
- Prepare meals together.
- Read labels and box tops with your child and discuss nutrient-rich food choices.
- Replace ice cream with frozen fruit bars.
- Choose low fat and fat free milk, yogurt, and cheeses.
- Buy carbonated water to combine with 100% fruit juices instead of sugary sodas.
- Limit use of canned items that contain large amounts of sodium.
- Use fruit juices and applesauce to replace white sugar in recipes.
- Choose whole grain bread, pasta, and rice.
- Make going to the grocery store a special family experience.

Grocery Store Vocabulary Glossary

recipes	instructions for making something from ingredients
fat-free	less than 0.5 grams of fat per serving
low fat	3 grams or less of fat per serving
unsalted	no salt is added in processing
salt free	less than 5 mg. of sodium (salt) per serving
sodium	salt
blemished	an imperfection that may impair quality of a fruit or vegetable
whole grain	contains all three layers of the grain (germ, endosperm, shell)
nutrients	nourish, promote growth and repair to the body
flash frozen	immediate freezing after harvesting and washing

Investigate! I Have a Story

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade K: 1, 4

Grade 1: 1, 4

Grade 2: 1, 4

Grade 3: 1, 4

Grade 4: 1, 4

HEALTH Benchmarks

4-E-4

5-E-1

Materials

1. *Eating the Alphabet*, (1996) by Lois Ehlert, Singapore, Tien Wah Press or *Many Luscious Lollipops: A Book About Adjectives* (1989) by Ruth Heller, New York: Putnam Berkley.
2. Storytelling Tips
3. Storytelling Prompt Cards
4. Tape recorder with soft background music (optional)

Activity Overview

Participants will listen to (or read) the book, *Eating the Alphabet* by Lois Ehlert and retell sections of the story in their own words. Then, participants will tell unique personal stories and listen to those of others. Memorable people, places, and happenings in their lives will be shared orally using prompts to help evoke memories that revolve around experiences with food.

Key Concepts

- The USDA recommends that families take time to eat together and talk together.
- The USDA recommends parents model good nutrition behavior and food choices.
- Positive and negative experiences with food give insights into how children are thinking about the role that food plays in their lives.
- Memories are to be shared, and most of the time, we are with family or friends when we are eating.
- Storytelling is a great way to encourage children to use descriptive words, practice recall, and determine sequence of events.
- Listening and communicating help children develop language skills, and story re-telling helps build comprehension skills.

Procedure

Preparation: Print and cut apart the Storytelling Prompt Cards.

1. Read *Eating the Alphabet* and have the student re-tell sections of the book. Be sure to discuss various nutrition concepts throughout the reading or read *Many Luscious Lollipops* and talk about descriptive words.
2. Share a food story as memories are prompted with the books.
3. Say that everyone has some great stories to tell, and today we are going to share some food stories with each other.
4. Review the Storytelling Tips.
5. Working in groups of two or three, place the Storytelling Cards face down.
6. Take turns selecting a card.
7. Read the prompt and take a few minutes to think of a story.
8. Share stories. (Other stories may come to mind that can be told before moving to the next prompt card.) Do not begin another story until the first has been finished.
9. Discuss the importance of food experiences in our lives at school and at home.

Closure/Evaluation

After completing the activity, families read the information found under “Key Concepts” and retell family stories to others. (Students may also write their stories or tape record them.)

Investigate! I Have a Story

LAB INSTRUCTIONS

Note: Soft background music will help create a relaxing setting.

1. Prepare Storytelling Prompt Cards. (Print and cut out the cards.) Place the cards face down on the table.
2. Read the book, *Eating the Alphabet* and have the students re-tell sections of the book. Be sure to discuss various nutrition concepts throughout the reading. Or, read the book, *Many Luscious Lollipops*, and talk about descriptive words.
3. Share a food story as memories are prompted with the books. If you are the teller, use gestures, sound, and emotions to tell your story. If you are the listener, ask questions to help you “see” what is happening in the story.
4. Discuss that everyone has some great food stories to tell, and today we are going to share some of our stories with each other. We will be telling stories about our experiences with food.
5. Review the Storytelling Tips.
6. Work with a partner (or in groups of three), and take turns selecting a Storytelling Prompt Card.
7. Read the prompt aloud and take a few minutes to think of a story. The first one to think of a story raises his or her hand and says, “I have a story.”
8. Tell your stories. (Other stories may come to mind that can be told before moving to the next prompt card. Do not begin another story until the first has been finished.)

Read and discuss your Key Concepts!

What did you learn about food experiences in your life?

Be sure to write what you have learned and stamp your

Passport to Good Health!

Looking at Nutrition through Core Content
Elementary Lab Instructions

Investigate! I Have a Story

Storytelling Prompt Cards

<p>Tell about your favorite restaurant (pretend I've never been there).</p>	<p>Where do you like to go to enjoy a wonderful snack?</p>	<p>Tell us about a special birthday cake.</p>
<p>What is your favorite vegetable?</p>	<p>Did you ever eat too much? How did you feel?</p>	<p>Can you remember when you tried to fix something to eat and it didn't turn out right?</p>
<p>Tell us a story about a food that smelled really strange!</p>	<p>Describe the best breakfast you ever ate!</p>	<p>Did you ever place more food on your plate than you were able to eat?</p>

Investigate! I Have a Story

Storytelling Prompt Cards

<p>How do you make the best sandwich in the whole world?</p>	<p>What comes to your mind when you think about Thanksgiving Dinner? Why?</p>	<p>Can you remember making a mess with food?</p>
<p>Do you remember a time when you got into trouble for eating something you shouldn't have?</p>	<p>Tell us about a special holiday dinner.</p>	<p>Describe your very favorite thing to eat? (Tell who prepares it and what it looks like.)</p>
<p>Tell us a food story of your choice.</p>	<p>Tell us a funny story about a pet and food.</p>	<p>What is your favorite meal in the cafeteria? Why?</p>

Investigate! I Have a Story

Storytelling Tips

Before you begin to tell your stories, here are a few storytelling tips:

1. Every story has a main character and the main character may be you!
2. Take your time before you begin. Go through your story in your mind to remember what happened.
3. Be sure to tell the details so your listener will be able to picture what you're talking about. (For example, How old were you? What time was it? Where did the story take place? Who is involved? What does something look like?) You want your listener to "see" the story unfold.
4. Use descriptive words to explain sounds, smells, and colors.
5. Use gestures and body language to illustrate your story.
6. Put emotion into your telling.
7. Watch your listener. Notice if he or she understands what you are saying. Ask if you need to explain something and encourage them to ask questions.
8. Tell your story as if you were there again.
9. When telling stories, no TV, reading, or loud music! (Soft background music may be okay.)

Have fun with your stories and tell them often!

Investigate! I Have a Story

Information for Parents

There are valuable literacy experiences to be found outside the classroom. Our minds are full of information about experiences we've had, and we can remember them if we take the time to think about some of the exciting, or not-so-exciting, things that have happened to us. It is within social interaction at home that children learn to communicate, and mealtime is a great time to share memories.

Positive and negative experiences with food give insights into how children are thinking about the role that food plays in their lives. Stories make great conversation for family mealtime. The USDA recommends that families take time to eat together and talk together. They also recommend that parents model good nutrition behavior and food choices for their children.

Eating dinner together is a great way to catch up as a family and to set an example of good eating habits. Children can help set the table or make salad. Children usually start telling about something that happened. View mealtime as an opportunity for you and your children to tell stories. Discuss positive topics and avoid negative topics (such as poor grades).

Storytelling provides children with wonderful opportunities to build literacy skills, such as reading, writing, listening, and communicating. Talking about firsthand experiences helps children develop vocabulary and helps expand and extend thinking. Questioning during storytelling can help children think about things in different ways. Unlike writing, storytelling language includes:

1. **Gestures:** We use our hands and bodies to make our listener "see" the things we are describing.
2. **Sound:** Sound brings added meaning to our words. For example, say *yes* like you really like something. Now, say *yes* like you really don't like it!
3. **Emotions:** Emotions can be brought to life in stories. For example, happiness, boredom, fear, and confidence can be shared through facial expressions and body language.
4. **Listener Reaction:** If the listener seems confused, the storyteller can sense that and explain or ask comprehension questions. If the listener laughs at a funny story, the teller knows the story is going well!

Investigate! I Have a Story

Information for Parents (continued)

Parents share the responsibility to help their children develop language skills. Storytelling is a great way to encourage children to use descriptive words, practice recall, and determine sequence of events. It helps children develop listening, communicating, and comprehension skills. Parents are active partners for teaching language skills, and the family is a valuable resource for learning. So, parents, create a home environment rich in words, and make storytelling a meaningful and relevant part of your children's lives!



Investigate! Jumping into Better Health

Standards References

ENGLISH LANGUAGE ARTS GLEs

- Grade K:** 1, 2, 4, 7
Grade 1: 1, 2, 3, 4, 5
Grade 2: 1, 4, 5, 7
Grade 3: 1, 4, 5, 7
Grade 4: 1, 4, 5, 7

HEALTH Benchmarks

- 2-E-1**
3-E-2

Materials

1. *MyPyramid for Kids* poster
2. *A Close Look at MyPyramid for Kids* activity sheet, pencils
3. Game supplies—hopscotch: sidewalk chalk (or construction paper, markers, tape)
4. Game supplies—word jump: blank paper strips, markers, tape
5. Game supplies—jump rope: jump ropes
6. Younger Children: *Easy Peasy*, by Linda Jennings (1997) New York: Farrar, Straus, & Giroux
7. Older Children: *No Jumping on the Bed*, by Ted Arnold (1987) New York: Dial Books for Young Readers

Activity Overview

Participants will use context clues from *A Close Look at MyPyramid for Kids* to complete a cloze activity and learn how a healthy diet can be fun by playing jumping games with the key nutrition terms.

Key Concepts

- The USDA *MyPyramid for Kids* recommends that children make healthy food choices and do something active every day, or most days.
- Children need to eat enough food to support growth and should be physically active at least 60 minutes each day.
- Word recognition and proper pronunciation are key elements of comprehension.
- In a cloze activity, key words are omitted; a word list is sometimes provided, and students must use context clues and prior knowledge to fill in the blanks.

Procedure

Preparation: Post one *MyPyramid for Kids* poster at the display station. Print one copy of *A Close Look at MyPyramid Activity Sheet* for each student.

1. Place the *MyPyramid for Kids* poster where everyone can see it. Use the guiding questions for discussion.
2. Read *Easy Peasy* (for younger children) or *No Jumping on the Bed* (for older children).
3. Complete the Jumping into Better Health *A Close Look at MyPyramid for Kids* activity sheet.
4. Talk about the health benefits of jumping and relate your comments to the earlier poster discussion (get exercise every day, burn calories, etc.).
5. Play some jumping games. Games can be modified for one child or several. Before playing, go over some of the body cues when you are exercising: get hot, breathe faster, face gets red, heart beats faster, start sweating. After playing, note which body cues were experienced.
 - **Hopscotch:** Using the Jumping into Better Health *A Close Look at MyPyramid for Kids* activity sheet, write the key words on the floor with sidewalk chalk in a hopscotch game shape. (Variation: Write the words on construction paper with markers. Place the sheets on the floor in a hopscotch game shape. Tape the paper to the floor to avoid slipping.) Practice pronouncing and spelling the words as you play the game.
 - **Word Jump:** Write the key words on sentence strips. Place the words on the floor at one foot (or appropriate distance for child's size) intervals. Tape the paper to the floor to avoid slipping. The child reads the word, pronounces it, and then jumps over it to the next one.
 - **Jump rope:** Write the key words on a large piece of poster paper in the jumping area. As you are jumping rope, read and pronounce the key words.

Closure/Evaluation

After completing the activity, families read the information found under "Key Concepts" and review the vocabulary. Discuss how more jumping (or other exercises) can be included in family activities.



Investigate! Jumping into Better Health

LAB INSTRUCTIONS

1. Look at the MyPyramid for Kids poster. What are some of the things you see kids doing? How often do you exercise, play ball, skate, and climb stairs? What colors do you see? Which food groups do the colors represent? Are some of the color bars wider than others? Why—explain. What are some of the foods under each color bar? Which foods do you like to eat?
2. Read the book, *Easy Peasy*, (for younger children) or, *No Jumping on the Bed*, (for older children).
3. Follow the directions to complete the Jumping into Better Health A *Close Look at MyPyramid for Kids* activity sheet.
4. Talk about the health benefits of jumping and relate your comments to the earlier poster discussion (get exercise every day, burn calories, etc.)
5. Before playing jumping games, discuss cues our bodies give us when we are exercising. For example, we get hot and breathe faster. We begin to sweat, and our hearts beat faster and our faces become red.
6. Use the key words from the Jumping into Better Health A *Close Look at MyPyramid for Kids* to play a jumping game.
7. After playing the jumping game, note which of the body cues for exercising you experienced.

Read and discuss your Key Concepts!

Why is exercising every day a good thing to do? How can you include more exercising in your family activities?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Jumping Into Better Health

MyPyramid For Kids
 Eat Right. Exercise. Have Fun.
 MyPyramid.gov

Oils
 Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Grains
 Make half your grains whole

Vegetables
 Vary your veggies

Fruits
 Focus on fruits

Milk
 Get your calcium-rich foods

Meat & Beans
 Go lean with protein

Find your balance between food and fun

Fats and sugars – know your limits

USDA
 U.S. Department of Agriculture
 Food and Nutrition Assistance Programs
 10/10/09
 USDA has equal opportunity posters in large print.

MyPyramid.gov
 1-800-545-6633

Looking at Nutrition through Core Content
 Elementary MyPyramid Poster

Investigate! Jumping Into Better Health

Jumping Games

1. **Hopscotch:** Write the key words from the Jumping into Better Health A *Close Look at MyPyramid for Kids* activity sheet (see the chart below) on the floor with sidewalk chalk in a hopscotch game shape. (Variation: Write the words on construction paper with markers. Tape the sheets to the floor in a hopscotch game shape.) Practice pronouncing and spelling the words as you play hopscotch.
2. **Word Jump:** Write the key words on sentence strips. Tape the words on the floor at 1 foot (or appropriate distance for child's size) intervals. The child reads the word, pronounces it, and then jumps over it to the next one and repeats the process.
3. **Jump rope:** Write the key words on a large piece of poster paper in the jumping area. As you are jumping rope, read and pronounce the key words

Key Words			
healthy	exercise	active	climbing
walking	good	food groups	pyramid

Investigate! Jumping Into Better Health

Directions: Use the key words to fill in the blank spaces. Each word is used one time. Later, use these key words to play jumping games.

Key Words			
healthy	exercise	active	climbing
walking	good	food groups	pyramid

A Close Look at MyPyramid

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make _____ food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day

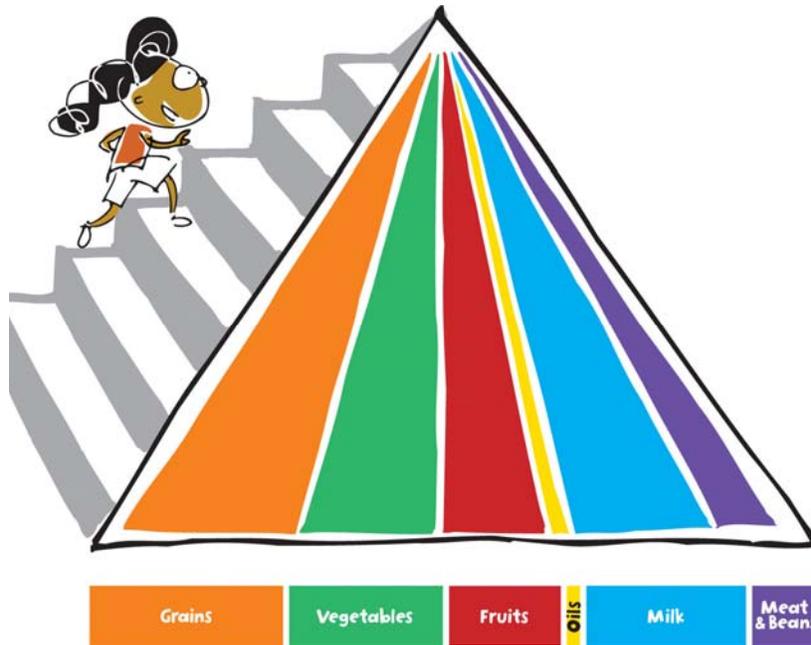
The person climbing the stairs reminds you to do something _____ every day, like running, _____ the dog, playing, swimming, biking, or _____ lots of stairs.

Eat More from Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the _____ with the widest stripes.

Choose Healthier Foods from Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the _____.



Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and _____ more.

Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, _____ thing, and add a new one every day.

Investigate! Jumping Into Better Health

The USDA *MyPyramid for Kids* recommends that children make healthy food choices and do something active every day, or most days. Children need to eat enough food to support growth and should be physically active at least 60 minutes each day. Activities such as running, walking the dog, playing, swimming, biking, or climbing lots of stairs are ways children can exercise.

During physical activities, your muscles are working to keep your body moving. Your heart beats faster so more blood can be pumped to your muscles. You need more oxygen, so you begin breathing faster. Your face turns red, and you begin to sweat as your body heats up. When these things happen, your body is letting you know it's working hard for you.

Exercise helps everyone maintain a healthy weight. If you don't already include exercise in your daily routine, you do not need to change overnight. You can begin eating better and exercising more just by starting with one new, good habit and adding a new one every day!

Dietary Guidelines for Americans 2005 Recommendations for Physical Activity

- Engage in regular physical activity and reduce sedentary activities to promote health, psychological well-being, and a healthy body weight.
- Achieve physical fitness by including cardiovascular conditioning, stretching exercises for flexibility, and resistance exercises or calisthenics for muscle strength and endurance.

Investigate! Jumping Into Better Health

Some Information about a Cloze Activity

A cloze activity is a fill-in-the-blank activity designed to help students learn to use context clues (surrounding word meanings) as a tool in word recognition and concept development. They must also use their prior knowledge to think of words that would make sense in the blanks. A word bank is often used to help students determine which words to choose.

Cloze is a shortened form of the word *closure*. The missing pieces of information (the omitted words) are filled in to complete the sentences. We use closure everyday. For example someone is talking and pauses to think of a word. We fill in what they intended to say! A cloze activity offers students an opportunity to practice word recognition and proper pronunciation which are key elements of comprehension.



Investigate! Kitchen Safety Word Ball

Standards References

ENGLISH LANGUAGE ARTS GLEs

Grade K: 1, 2, 3, 4, 7

Grade 1: 1, 2, 3, 4, 7

Grade 2: 1, 2, 3, 4, 7

HEALTH Benchmarks

3-E-3

3-E-4

Materials

1. *My Kitchen*, by Harlow Rockwell (1980) New York: Greenwillow Books.
2. Kitchen Safety Word Ball Safety Tips sheet
3. Activity ball
4. Permanent marker
5. Scrabble Jr. (optional)
6. Index cards (3" X 5") (optional)

Activity Overview

Participants will read a children's literature book and discuss kitchen safety using a kitchen hazard activity sheet. Safety tips will be reviewed, and the Word Ball game will reinforce the vocabulary words and meanings. Key words that deal with kitchen safety will be pronounced and defined correctly.

Key Concepts

- The kitchen is considered to be one of the most dangerous places in the home.
- It is important that children know how to recognize safety hazards and how to prevent accidents in the kitchen.
- Taking time to teach children how to properly use kitchen equipment and appliances can prevent damaging fires and accidents.
- Seeing words with items and practicing saying them aloud helps children with word and letter recognition, spelling, and pronunciation.
- Repetition of word and concept meanings offers opportunity for children to retain information in long-term memory.

Procedure

Preparation: Print the Kitchen Safety Word Ball Safety Tips sheet.

1. Participants will read and discuss the book, *My Kitchen*.
2. Review the Kitchen Safety Tips sheet and discuss the importance of being careful in the kitchen.
3. Write several of the key words from the Kitchen Safety Tips sheet with a marker on an activity ball.
4. Play the Word Ball Game to review and reinforce the words learned. The children will take turns tossing the ball to each other. The word nearest the left thumb (when caught) will be read, pronounced correctly, and the safety tip described.

Closure/Evaluation

After completing the activity, families read the information found under "Key Concepts" and discuss the value of safety in the kitchen (and home). *Scrabble, Jr.* may be played to make kitchen words. Encourage families to visit the *Fight BAC! Safely Separate* display if available.

Family Activity: Print the key words on 3x5 cards and punch a hole in each card. Write a safety tip about the words on the back of the cards. Make a word mobile using string and a hanger with the word cards.

Investigate! Kitchen Safety Word Ball

LAB INSTRUCTIONS

1. Read and discuss the book, *My Kitchen*.
2. Review the Kitchen Safety Tips sheet and discuss the importance of being careful in the kitchen.
3. Write several of the key words from the Kitchen Safety Tips sheet with a marker on a beach ball.
4. Play the Word Ball Game to review and reinforce the words learned. Directions: The children will take turns tossing the ball to each other. The word nearest the left thumb (when caught) will be read, pronounced correctly, and the safety tip described.

Read and discuss your Key Concepts!

What did you learn about kitchen safety? What is something you can do to make your kitchen safer?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Kitchen Safety Word Ball

Safety Tips

	Key Words	Safety Tip
1	knife	Pick up a knife by its handle only.
2	boiling	Don't overflow pans with water for boiling.
3	hot oil	Do not fry foods in hot oil without adult supervision.
4	oven	Use an oven mitt or a pot holder to remove items from the oven.
5	stovetop	Smother fires on the stovetop by covering the pan with a lid or by pouring on baking soda.
6	baggy sleeves	Roll up baggy sleeves—they could catch on fire!
7	pan handles	Keep pan handles turned away from the edge of the stove.
8	cooking spray	Do not spray cooking spray over the stove or near heat.
9	stirring	Use long-handled spoons for stirring.
10	pets	Keep pets away from hot stoves and ovens.
11	electric appliances	Do not use electric appliances near the sink or in water.
12	electric cords	Do not use appliances with frayed electric cords.
13	microwave oven	Use microwave-safe cookware in the microwave oven.
14	cutting	When cutting, cut away from your body and anyone near you.
15	poultry	Wash everything poultry touches thoroughly. Safely separate poultry from other ingredients.
16	hands	Wash your hands often.
17	spoons	When cooking, use a clean spoon each time you taste foods.
18	equipment	Keep kitchen equipment clean at all times.
19	raw foods	Do not eat raw foods, except washed fruits and vegetables.
20	leftovers	Place leftovers in the refrigerator promptly.

Investigate! Kitchen Safety Word Ball

- The kitchen is considered to be one of the most dangerous places in the home.
- The kitchen is often the first place children go when they get home from school.
- Children need supervision as they are learning about how to perform tasks in the kitchen.
- It is important that children know how to recognize safety hazards in the kitchen and how to prevent accidents in the kitchen.
- Taking time to teach children how to properly use kitchen equipment and appliances can prevent damaging fires and accidents.
- Seeing words with items and practicing saying them aloud helps children with word and letter recognition, spelling, and pronunciation.
- Repetition of word and concept meanings offers opportunity for children to retain information in long-term memory.

Investigate! Letting Words Tell

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade K: 1, 2, 3, 4, 7

Grade 1: 1, 2, 3, 4, 7

Grade 2: 1, 2, 3, 4, 7

HEALTH Benchmarks

5-E-2

6-E-3

Materials

1. *MyPyramid for Kids* poster
2. My Name is Special Activity Sheet
3. A Letter to You Activity Sheet, pencils
4. *I Hate My Name* (1980) by Eva Grant, Milwaukee, Raintree.

Activity Overview

Participants will recognize and use nouns and adjectives to describe themselves and a favorite food. Favorite foods will be chosen from the *MyPyramid for Kids* food groups. Students will write letters to a special person describing their favorite food.

Key Concepts

- Children can apply language arts skills while learning about *MyPyramid* recommendations for healthful food choices.
- Proper nouns name people, and common nouns name foods.
- Adjectives are used to describe nouns.
- Writing letters about food helps children share what is important to them with someone special.
- Writing helps students become better readers.

Procedure

Preparation: Print the materials.

1. Look at the book, *I Hate My Name*. Use the concepts of print to introduce the book – for example, “Look at the cover and describe what you see.” “Read the title and predict what it will be about.” Read the book together, and have the student re-tell parts of the story. Verify pre-reading predictions.
2. Review appropriate level information about nouns and adjectives such as, nouns are naming words; there are common nouns and proper nouns; and adjectives are describing words. (See “Key Concepts” information.)
3. The students will apply the information about nouns and adjectives on the My Name is Special Activity Sheet by using adjectives that describe themselves that begin with each letter of their first name. (Example: Sal=S-silly, A-active, L-loving).
4. Look at the *MyPyramid for Kids* poster. Review nouns from the poster (names of groups, foods, etc.).
5. Then, choose a favorite food from the pyramid and use adjectives to describe it. For example, “How would you describe a tomato?”
6. Write a letter to someone special using the activity sheet, A Letter to You.

Closure/Evaluation

Follow up with these higher-order thinking questions: “Do you have a nickname?” “Have you ever named something like a pet or a toy?” “What did you name it?” “Why did you give it that name?” Families read the information found under “Key Concepts” and discuss the value of eating foods from the *MyPyramid* food groups.

Investigate! Letting Words Tell

LAB INSTRUCTIONS

1. Look at the book, *I Hate My Name*. (Use concepts of print to introduce the book: For example, “Look at the cover and describe what you see.” “Read the title and predict what it will be about.”) Read the book together, and have the student re-tell parts of the story. Be sure to verify pre-reading predictions.
2. Review appropriate level information about nouns and adjectives such as, nouns are naming words; there are common nouns and proper nouns; and adjectives are describing words.
3. The students will record information about nouns and adjectives on the My Name is Special Activity Sheet by using adjectives that describe themselves that begin with each letter of their first name. Student will write his or her name on the line provided. Then, each letter of the name is placed under the column, Letters. Adjectives that begin with each letter and that describe the student are written in the next column.
(Example: Sal=S-silly, A-active, L-loving).
4. Look at the *MyPyramid for Kids* poster. Review nouns from the poster (names of groups, foods within the groups, etc.).
5. Choose a favorite food from the pyramid and write the name of it under the words, My Favorite Food, in the first column. Then, the student will write adjectives to describe the favorite food in the next column.
6. Using the information from the chart and the poster, the student will write a letter to someone special on the activity sheet, A Letter to You.

Read and discuss your Key Concepts!

What did you learn about names and adjectives?

Be sure to write what you have learned and stamp your

Passport to Good Health!

Investigate! Letting Words Tell

My Name is Special Activity Sheet

Directions: Write your name in the space provided. Then, write each letter of your name in the spaces under the Letters column. Write an adjective that describes you that begins with each letter.

My name is: _____

Letters	Words that Describe Me
My Favorite Food	Words that Describe My Favorite Food

Investigate! Letting Words Tell

A Letter to You

Today's Date: _____

Dear _____,

One of my favorite foods from the *MyPyramid for Kids* is
_____. I like it because it tastes so
_____. Its colors are _____
and _____. It is in the _____
food group. I hope you like _____, too!

Love,

P. S. Here are more interesting things about my favorite food:

Investigate! Letting Words Tell

- Children can apply language arts skills while learning about *MyPyramid* recommendations for healthful food choices.
- Language includes reading, writing, listening, and communicating. Each component supports and enriches the other.
- Writing letters about food helps children share what is important to them with someone special.
- Writing helps students become better readers.

***MyPyramid* Recommendations for Healthful Food Choices**

- Eat different types of foods from each of the food groups.
- Make half of your grains whole. For example, eat brown bread instead of white bread or brown rice instead of white rice.
- Eat at least 5 servings of different types of fruits and vegetables every day. Remember, raw is best!
- Choose low-fat milk or reduced fat cheese, yogurt, and other milk products.
- Eat lean meat or substitute fish or dry beans for a great source of protein.
- Get plenty of exercise every day!

Some Information about Nouns and Adjectives

Everyone has a name. Naming words are called nouns. Your name was chosen especially for you. Peoples' names are called proper nouns and begin with a capital letter. Foods have names, too. The names of foods are called common nouns and do not begin with a capital letter unless they begin sentences. Adjectives are words that describe nouns. An adjective does not start with a capital letter unless it is the first word in a sentence. You can use several adjectives to describe one noun. For example, you may describe your dog as a furry, brown, big dog. *Furry*, *brown*, and *big* are adjectives!

Investigate! Milk Biopoems

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade 2: 2, 3, 5,

Grade 3: 2, 3, 5

Grade 4: 3, 5

HEALTH Benchmarks

2-E-1

6-E-3

Materials

1. Inside the Pyramid information about the Milk and Milk Products Food Group
2. My Milk Biopoem Sample
3. My Biopoem Activity Sheet
4. Book about milk such as *The Milk Makers*, by Gail Gibbons (1985), Macmillan

Activity Overview

Participants will identify foods in the Milk and Milk Products Food Group and synthesize information from the *MyPyramid* Milk Group to create biopoems.

Key Concepts

- Milk and milk products help build and maintain bones in the body.
- The intake of milk products is especially important during childhood and adolescence, when bone mass is being built.
- Biopoems summarize lots of information in a creative way.
- Writing a biopoem requires higher level thinking because the writer must go beyond the facts.

Procedure

Preparation: Print the materials. Post the Inside the Pyramid, Milk and Milk Products Group Fact Sheet, the Biopoem Fact Sheet, and the My Biopoem Sample. Print one copy of the My Milk Biopoem for each student.

1. Review the information from Inside the Pyramid, Milk and Milk Products Group.
2. Discuss Biopoems. Definition: A Biopoem is a creative writing activity that engages students in synthesizing what they know about a character, thing, place, event, or concept. They have to go beyond the facts to create a biopoem.
3. Read the My Biopoem Example, Eggs. Then, review the directions for the My Milk Biopoem activity.
4. Complete the My Milk Biopoem activity sheet.
5. Share biopoems and read a book about milk such as *The Milk Makers*.

Closure/Evaluation

After completing the activity, families read the information found under “Key Concepts” and choose new ways to include milk in meal planning.

Investigate! Milk Biopoems

LAB INSTRUCTIONS

1. Review the information from *MyPyramid* Inside the Pyramid, Milk and Milk Products Group.
2. Discuss Biopoems. Definition: A Biopoem is a creative writing activity that engages students in synthesizing what they know about a character, thing, place, event, or concept. They have to go beyond the facts to create a biopoem.
3. Read the My Biopoem Sample, Eggs. Then, review the directions for the My Milk Biopoem activity.
4. Complete the My Milk Biopoem activity sheet.
5. Share your biopoems and read the book, *The Milk Makers*.

Read and discuss your Key Concepts!

What did you learn about the Milk and Milk Products Food Group? What are some ways you can add milk or milk products to your family meals this week?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Milk Biopoems

My Biopoem Sample

Your Name: Julie

Title: Eggs

First name: Egg

Describe it:
(4 traits) 1. oval 2. yellow and white
 3. hard on the outside 4. soft on the inside

A relative of: meat, poultry, fish

A lover of: grits, cheese, bacon, toast

Who feels (3 things): 1. rubbery when over-cooked 2. soft when scrambled
 3. slimy when raw

Who needs (3 things): 1. refrigeration 2. to be handled with care
 3. to be cooked to prevent disease

Who fears (3 things): 1. too much heat 2. never being found at the Easter
 egg hunt 3. being dropped on the floor

Who gives (3 items): 1. protein 2. B vitamins 3. Vitamin E

Who would like to see:
(2 items) 1. everyone enjoy them in moderation
 2. more egg dishes

A resident of: chicken houses, grocery stores, egg cartons

Last Name: Benedict
(or sometimes referred to as): Egg-ceptional eggs!

Investigate! Milk Biopoems

My Milk Biopoem

Directions: Use the information from Inside the *MyPyramid* Milk Group to create your biopoem. You may choose any milk product found in the Milk Group.

Your Name _____

Title _____
(The milk product you have chosen.)

First name _____

Four traits that describe it 1. _____ 2. _____
3. _____ 4. _____

A relative of _____

A lover of _____

Who feels (3 things) 1. _____ 2. _____
3. _____

Who needs (3 things) 1. _____ 2. _____
3. _____

Who fears (3 things) 1. _____ 2. _____
3. _____

Who gives (3 items) 1. _____ 2. _____
3. _____

Who would like to see (3 items) 1. _____ 2. _____
3. _____

A resident of _____

Last Name (or sometimes referred to as) _____

Investigate! Milk Biopoems

What foods are included in the milk, yogurt, and cheese (milk) group?

All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat-free or low-fat.

Some commonly eaten choices in the milk, yogurt, and cheese group are:

Milk*

All fluid milk:
fat-free (skim)
low fat (1%)
reduced fat (2%)
whole milk

flavored milks: chocolate, strawberry

lactose reduced milks, lactose free milks
processed cheeses
American

Milk-based desserts*

Puddings made with milk
ice milk
frozen yogurt
ice cream

***Selection Tips**

Choose fat-free or low-fat milk, yogurt, and cheese. For those who are lactose intolerant, lactose-free and lower-lactose products are available. These include hard cheeses and yogurt. Also, enzyme preparations can be added to milk to lower the lactose content. Calcium-fortified foods and beverages such as soy beverages or orange juice may provide calcium, but may not provide the other nutrients found in milk and milk products.

Source: <http://www.mypyramid.gov/pyramid/milk.html#>

Cheese*

Hard natural cheeses:
cheddar: mozzarella
Swiss: parmesan

soft cheeses
ricotta
cottage cheese

Yogurt*

All yogurt
Fat-free, low fat, reduced fat,
whole milk yogurt

Investigate! Milk Biopoems

Health Benefits and Nutrients

Diets rich in milk and milk products help build and maintain bone mass throughout the lifecycle. The intake of milk products is especially important to bone health during childhood and adolescence, when bone mass is being built. Diets that include milk products tend to have a higher overall nutritional quality. Foods in the milk group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D, and protein.

Some Information about Biopoems

- Biopoems engage students in synthesizing what they know about a character, thing, place, event, or concept they have studied.
- Biopoems summarize lots of information in a creative way.
- Biopoems help students make connections among ideas.
- Writing a biopoem requires higher-level thinking because the writer has to go beyond the facts to complete it.

Investigate! Moving Toward Better Health

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade 2: 2, 4, 5

Grade 3: 4, 5

Grade 4: 4, 5

HEALTH Benchmarks

1-E-2

1-E-3

2-E-1

3-E-2

6-E-3

Materials

1. Key Recommendations--
Dietary Guidelines for Americans
2. Moving Toward Better Health Interview Chart
3. Highlighter
4. My Family Health Plan Chart
5. Computer with Internet connection
6. *Murphy Meets the Treadmill*, by Harriet Ziefert (2001) Boston: Houghton Mifflin

Activity Overview

Participants will interview family members to discover eating habits and levels of physical activity. They will compare results to USDA Dietary Guidelines recommendations and create a Family Health Plan that includes healthful food choices and physical activities.

Key Concepts

- The Dietary Guidelines recommend a healthy diet and lifestyle for children and adults.
- The Dietary Guidelines recommend that children and adults engage in physical activity every day. Adults need at least 30 minutes and children need 60 minutes of daily physical activity.
- Parents model eating habits and physical activity to children.
- Interviewing family members gives children an opportunity to use their listening and communicating skills.

Procedure

Preparation: Print the materials.

1. Review the Key Recommendations — *Dietary Guidelines for Americans*.
2. Participants will use the Moving Toward Better Health Interview Chart to answer questions about their eating habits and daily exercise and to interview family members.
3. Go to the USDA web site, www.mypyramid.gov, to enter personal information, and information for interviewees, in the My Pyramid Plan side to discover the amount from each food group that you need to eat daily. You may print your results.
4. Compare interview findings to recommendations from the dietary guidelines.
5. Use the information from the dietary guidelines recommendations and the Interview Chart to design a family health plan using the My Family Health Plan Chart.
6. Read *Murphy Meets the Treadmill*, and discuss how walking on a treadmill can be a way to get exercise indoors.
7. Brainstorm other ways to exercise indoors.

Closure/Evaluation

After completing the activity, families read the information found under “Key Concepts” and plan together to follow the Family Health Plan.

Investigate! Moving Toward Better Health

LAB INSTRUCTIONS

1. Review the Key Recommendations — *Dietary Guidelines for Americans*.
2. Use the Moving Toward Better Health Interview Chart to answer questions about your eating habits and daily exercise and to interview family members. Follow the directions to complete the chart.
3. If a computer with Internet access is available, go to USDA web site to enter your personal information and the information for your interviewees into the My Pyramid Plan site to discover the amount from each food group you need to eat daily. You may print your results.
4. Compare your interview findings to recommendations from the dietary guidelines.
5. Review the information from the dietary guidelines and the Interview Chart. Design a family health plan using the My Family Health Plan Chart.
6. Read, *Murphy Meets the Treadmill*, and discuss how walking on a treadmill can be a way to get exercise indoors. Brainstorm other ways to exercise indoors.

Read and discuss your Key Concepts!

Are you moving toward better health? What can your family do to move toward better health together?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Moving Toward Better Health

Interview Chart

Directions: Write your name in the first *Name* space. Answer the questions by placing a check in the *Yes* or *No* boxes for each item. Write the name of the each person you interview at the top of the next columns. Ask each question and record answers by placing a check in the *Yes* or *No* boxes.

	Name:		Name:		Name:	
	Yes	No	Yes	No	Yes	No
1. Does your daily diet include fruits and vegetables?						
Whole grains?						
Low-fat milk products?						
Lean meats?						
Fish?						
Beans?						
2. Is your daily diet low in saturated fats?						
Salt?						
Added sugars?						
3. What types of physical activity do you normally do each week--Walking?						
Jogging?						
Baseball/football/basketball?						
Push-ups/sit-ups?						
Bicycling?						
Other?						

If there are yes answers, good for you! You are moving toward better health!

If there are no answers, use the recommendations the USDA *MyPyramid* and the *Dietary Guidelines for Americans* to determine which changes would move you and your family toward better health. Write your answers on the My Family Health Plan Chart.

Investigate! Moving Toward Better Health

My Family Health Plan Chart

		Changes we can make to move toward better health.
1. We need to eat more healthful foods every day.		
	Fruits and vegetables	
	Whole grains	
	Low-fat milk products	
	Lean meats	
	Fish	
	Beans	
2. We need to follow a diet low in		
	Saturated fats	
	Salt	
	Added sugars	
3. We need to increase physical activity every day.		
	Walking	
	Jogging	
	Playing ball	
	Exercises	
	Bicycling	
	Others	

Investigate! Moving Toward Better Health

Interviewing family members gives children an opportunity to use their listening and communicating skills.

Remember, parents model eating habits and physical activity to children. The USDA *MyPyramid* recommends that children and adults do something active every day, and the Dietary Guidelines describe a healthy diet for children and adults.

You can help your family become active by:

- scheduling a regular time for family physical activity.
- planning activities everyone can do together.
- going out and playing with your children when you can. For example, play catch, ride bicycles, take a walk, go swimming, or join in their outdoor games. Plan indoor activities for cold or rainy days.
- walking or biking with your children instead of driving for short errands.
- limiting television watching, computer time, and video games.

Use the advice from “Inside *MyPyramid*” to help you

- make wise choices from each food group.
- find a balance between food and physical activity.
- get the most nutrition out of your calories.

Investigate! Moving Toward Better Health

Key Recommendations--*Dietary Guidelines for Americans*

- Consume a variety of nutrient-dense foods and beverages within and among the basic food groups while choosing foods that limit the intake of saturated and *trans* fats, cholesterol, added sugars, salt, and alcohol.
- Meet recommended intakes within energy needs by adopting a balanced eating pattern.
- To maintain body weight in a healthy range, balance calories from foods and beverages with calories expended.
- To prevent gradual weight gain over time, make small decreases in food and beverage calories and increase physical activity.
- Engage in regular physical activity and reduce sedentary activities to promote health, psychological well-being, and a healthy body weight.
- Achieve physical fitness by including cardiovascular conditioning, stretching exercises for flexibility, and resistance exercises or calisthenics for muscle strength and endurance.
- Consume three cups per day of fat-free or low-fat milk or milk products.
- Choose and prepare foods with little salt.
- Choose a variety of fiber-rich fruits, vegetables, and whole grains often.
- Choose and prepare food and beverages with little added sugar or caloric sweeteners.
- Practice food safety habits.
- Use the USDA web site to determine individual dietary needs.

Investigate! Name That Food!

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade 1: 1, 5, 7

Grade 2: 5, 7

Grade 3: 5, 7

Grade 4: 5, 7

HEALTH Benchmarks

6-E-3

Materials

1. *MyPyramid for Kids* poster
2. *If You Give a Moose a Muffin* (1991) by Laura Numeroff, HarperCollins
3. Name That Food! Predictions Chart
4. Name That Food! Game Cards

Activity Overview

Participants complete a prediction chart using eight recipes. Main ideas and supporting details are used to make predictions about foods. They will make predictions about the foods, choose the MyPyramid food groups for each food, and decide which would be most nutritious to eat.

Key Concepts

- Identifying ingredients in different foods can help children make wise food choices.
- Breaking down recipes by individual ingredients helps children understand the relationships.
- Recipes represent main ideas, supporting details, and vocabulary that help children build language skills.
- Predictions involve higher-level thinking which is necessary for comprehension of text.

Procedure

Preparation: Print on Prediction Chart for each student. Cut apart the Game Cards. Post the *MyPyramid for Kids* poster.

1. Look at the *MyPyramid for Kids* poster and identify foods under each food group. Explain that many foods we eat are combinations of foods from different food groups.
2. For an example, help students decide in which food group(s) macaroni and cheese would fit. (Go over ingredients and where it would be placed on the pyramid.)
3. Read *If You Give a Moose a Muffin*, (a story about making predictions) and discuss the concepts by using guided questions (see “Key Concepts”) while reading.
4. Introduce the Name That Food! activity.
5. Children will see recipe ingredients on a card and predict the food item. They will complete a Name That Food! Predictions Chart. Foods will be placed in the correct *MyPyramid* categories.
6. Ask if combination foods are served in the school cafeteria. Have students name the ingredients and place the dishes in the correct food groups.

Closure/Evaluation

After completing the activity, families name favorite recipes prepared at home. Discuss where the recipes would be placed on the *MyPyramid* and ask, “Is this a healthy food we should eat often or save for special occasions because it is high in fat or sugar?” Discuss the information found under “Key Concepts.”

Investigate! Name That Food! LAB INSTRUCTIONS

There are eight Name That Food! Game Cards. Each one has a list of ingredients used to make a food that you like to eat. You will guess (predict) the food by looking at the ingredients that are used to make it.

Directions:

1. Choose one of the Name That Food! Game Cards. Read the list of ingredients and predict the food you think those ingredients will make. Write the name of the food on the Name That Food! Predictions Chart under the column, My Prediction.
2. Check your prediction by unscrambling the word(s) at the bottom of each card. If you were right, go on to Number 3. If you were wrong, write the name of the correct food under the column, It Should Be.
3. Go back to the *MyPyramid for Kids* poster and determine in which food group(s) the food should be placed. Remember, some foods can go into more than one food group! Write your answers under the *MyPyramid* Food Group's column.
4. Name a food you like to eat in the cafeteria. Name the ingredients of the food and place it in the correct food group.

Read and discuss your Key Concepts!

Name a favorite family recipe. In which *MyPyramid* group(s) does it fit? Is this a healthy food you should eat often or save for special occasions because it is high in fat or sugar?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Name That Food!

Predictions Chart

My Name: _____

Name That Food! Card	My Prediction	It Should Be	<i>MyPyramid</i> Food Groups
1			
2			
3			
4			
5			
6			
7			
8			

 Investigate! Name That Food!
Game Cards

Name That Food!	Name That Food!
Card 1	Card 2
<p>Strawberries</p> <p>Banana</p> <p>Milk and Yogurt</p> <p>Sugar</p> <p>Lemon</p>	<p>Graham crackers</p> <p>Chocolate candy bar squares</p> <p>Marshmallows</p>
rufit ootiehsm	rosems'

Name That Food!	Name That Food!
Card 3	Card 4
<p>Potatoes</p> <p>Milk</p> <p>Butter</p> <p>Salt</p>	<p>Eggs</p> <p>Grated cheese</p> <p>Butter</p> <p>Salt & Pepper</p>
shamed totaopes	ceshee mleote

 **Investigate! Name That Food!**
Game Cards

Name That Food!	Name That Food!
Card 5	Card 6
Flour Eggs Sugar Milk Oil Vanilla extract Blueberries	Flour Egg Milk Optional: Fresh berries Maple syrup
bleuyebrr ffuinms	capakens

Name That Food!	Name That Food!
Card 7	Card 8
Cornmeal Flour Milk Sugar Baking powder and salt Egg Butter Water	Ripe tomatoes, peeled and chopped Chopped onion and garlic Oil Tomato paste Vegetable broth Dried basil
rncobrdea	matoto pous

Investigate! Name That Food!

- Many dishes do not easily fit into one of the *MyPyramid* food groups.
- Identifying ingredients of different foods can help children make wise food choices.
- You can combine nutritious ingredients to make food items that are healthy and satisfying.
- Breaking down recipes by individual ingredients helps children understand the relationships between the ingredients.
- Recipes represent main ideas, supporting details, and vocabulary that help children build language skills.
- Making predictions involves higher-level thinking which is necessary for comprehension of text.

Why ask questions during reading?

- for deeper understanding
- to focus on what is important (main ideas)
- to make connections between ideas
- to analyze characters
- to clarify confusion

Guided questions help students:

- stay on-task
- make predictions
- “think back” --recall what they have learned
- recognize supporting details

Investigate! *Orange You Special?*

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade K: 2, 4

Grade 1: 2, 3, 4, 5

Grade 2: 2, 3, 4

Grade 3: 2, 3, 4

Grade 4: 4, 5

HEALTH Benchmarks

5-E-2

6-E-3

Materials

Note:

1. *Oranges for Juice* by Rozanne Williams and/or *The Fruit Group* (2006)
Source: Neat Solutions
www.neatsolutions.com
2. *MyPyramid for Kids* poster
3. Bowl of oranges.
4. *Orange You Special?* Activity Sheet.
5. Pencils, markers or colored pencils (several orange, yellow, and yellow green)
6. Knife, juice squeezer, small cups.
7. What I Learned reflection activity sheet.

Activity Overview

Participants will learn about the special characteristics and features of fruits, oranges in particular. They will discover that both people and oranges are unique with special characteristics and features.

Key Concepts

- The USDA recommends that children eat 5-8 servings from the Fruits and Vegetables group each day.
- Oranges are a citrus fruit high in calcium and Vitamin C. Vitamin C is a well-known vitamin. It is not stored in the body, so it must be a part of the daily diet.
- A food is more enjoyable when several of the five senses are used to experience it.
- Each child is a unique and special individual.
- Writing, illustrating, and critical thinking skills help students increase comprehension and literacy competencies.

Procedure

Preparation: Print the materials.

1. Read *Oranges for Juice* (and/or *The Fruit Group*) and ask the student to retell the story. Use prompt questions such as, “Who is this story about?” “Where did the story take place?” “What does (character) look like?” “Where does (character) live?” “What happened?” to assess comprehension of vocabulary and concepts.
2. Find the Fruits Group on the *MyPyramid for Kids* poster. Ask the student to name some fruits, identify favorites, discuss colors, and ways to eat them.
3. Say that today we will focus on oranges. Suggest ways you can eat oranges or use oranges for foods or drink. (For example, whole, juice, fruit salad, cake, sherbet, flavoring, etc.)
4. Show the bowl of oranges and complete the *Orange You Special?* activity sheet.
5. Share some of the special features of your orange.
6. Ask: Do you think people are like oranges? Discuss how people are like oranges—we are all different, yet each one of us is special and unique. (See *Orange You Special?* “Key Concepts.”)
7. Squeeze the oranges to make fresh orange juice. Enjoy the juice as you complete the What I Learned reflection activity.

Closure/Evaluation

After completing the activity, families discuss the value of eating foods from the Fruits and Vegetables Groups. Then, discuss the distinctive characteristics that make each person special.

Investigate! *Orange You Special?* LAB INSTRUCTIONS

1. Read *Oranges for Juice* (and/or *The Fruit Group*) and ask the student to re-tell the story. Use prompt questions such as, “Who is this story about?” “Where did the story take place?” “What does (character) look like?” “Where does (character) live?” “What happened?” to assess comprehension of vocabulary and concepts.
2. Find the Fruits Group on the *MyPyramid for Kids* poster. Ask the student to name some fruits, identify favorites, discuss colors, and ways to eat them.
3. Today we will focus on oranges. Suggest ways you can eat oranges or use oranges for foods or drink. (For example, whole, juice, fruit salad, cake, sherbet, flavoring, etc.)
4. Show the bowl of oranges and complete the *Orange You Special?* activity sheet.
5. Share some of the special features of your orange.
6. Do you think people are like oranges? Discuss how people are like oranges—we are all different, yet each one of us is special and unique. (See *Orange You Special?* “Key Concepts”) Ask the student to read the poem, “You Are Special.”
7. Cut the orange and use a juicer to make fresh orange juice. Enjoy the juice as you complete the What I Learned reflection activity.
8. Discuss some of the distinctive characteristics that make each person special.

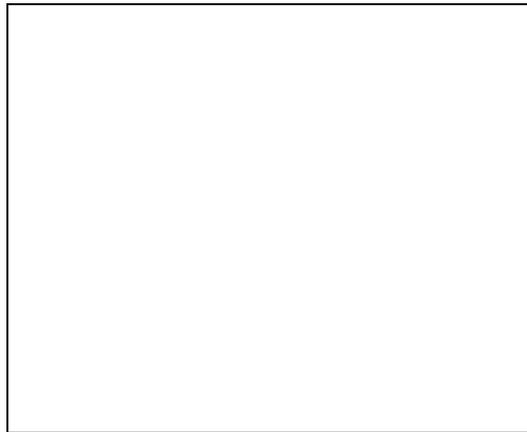
Read and discuss your Key Concepts!

What did you learn about oranges?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! *Orange You Special?* **Activity Sheet**

1. Look at the bowl of oranges, and describe what you see.
2. Choose one orange to look at as an individual. Hold it in your hand. Did you know that oranges are full of Vitamin C? Vitamin C helps us stay healthy.
3. Turn your orange over and over in your hands. Notice everything you can about your orange. What colors do you see? What does it feel like?
4. What does it smell like? Citrus fruits have a “tangy” smell, don’t they?
5. Look for marks or blemishes, bumps or dents, and other details on your orange. These features make your orange different from the rest!
6. Draw a picture of your special orange and color it here. Make sure you include the special details you’ve noticed!

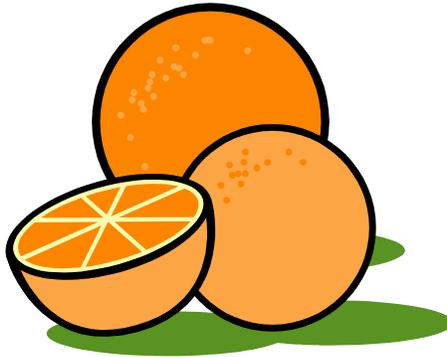


7. Put your orange back in the bowl and discuss how people are like oranges—we are all different, yet each one of us is special and unique.
8. Look at the bowl of oranges again and pick out your special orange. How did you know it is your special orange? (You took time to get to know it; you really looked at it; and you touched it, too.) Share some of its special features.
9. Squeeze the orange to make fresh orange juice. Enjoy the juice as you complete the What I Learned Reflection Activity.

Investigate! *Orange You Special?*

What I Learned
Reflection Activity

Directions: Write 3 things you learned today in complete sentences under the oranges.



1. _____

2. _____

3. _____

Knock, knock.
Who's there?
Orange.
Orange, who?
Orange you special!

Investigate! *Orange You Special?*

Writing, illustrating, and critical thinking skills help students increase comprehension and literacy competencies.

Vitamin C is Special!

Vitamin C is a well-known vitamin. It is not stored in the body, so it must be a part of the daily diet. It is necessary to keep your skin, tendons, ligaments, and blood vessels healthy, and it helps wounds heal when you get hurt. It even helps repair bones when they are broken!

Oranges are a citrus fruit high in calcium and Vitamin C. Other citrus fruits, such as grapefruit and lemons, as well as cantaloupe, tomatoes, green peppers, broccoli, leafy vegetables and a few other fruits and vegetables, have lots of vitamin C.

Eating Fruits and Vegetables is Special!

The USDA recommends that children eat 5-8 servings from the Fruits and Vegetables groups each day. Foods are more enjoyable when several of the five senses are used to experience it. We certainly enjoy the wonderful **taste** of fruits and vegetables. Here are some ways to enjoy them even more: **Smell** a fresh orange before you peel it; **feel** a “fuzzy” peach before you cut into it; **see** the beautiful color of a bright red apple; and **listen** to the sound of biting into a crunchy carrot.

Poem You Are Special!

Every person is a unique and special individual.

Just like an orange,
You may have bumps or bruises
Your skin may be a different color
You may be round or sort of pudgy
You may be smelly or sweet!
But, just like every individual orange, you are unique and very special!

Investigate! Veggie Impersonations

Standards References

ENGLISH LANGUAGE ARTS GLEs

Grade K: 1, 2, 3, 4, 6, 7

Grade 1: 1, 2, 3, 4, 7

Grade 2: 1, 2, 3, 4, 7

Grade 3: 1, 2, 3, 4, 7

Grade 4: 1, 2, 3, 4, 7

HEALTH Benchmarks

2-E-1

6-E-3

Materials

1. *MyPyramid for Kids* poster
2. *The Vegetable Group* (2006) Source: Neat Solutions
www.neatsolutions.com
3. Vegetable Group Cards
4. Veggie Facts sheet
5. Veggie Impersonations Writing Activity
6. Veggie Impersonations “I Am Script”
7. Plain white paper plates, markers, tongue depressor, stapler or freezer tape, scissors, glue

Activity Overview

Participants will use information from the book, *The Vegetable Group*, and the MyPyramid for Kids Vegetable Group information to design a mask and write a script to impersonate a vegetable.

Key Concepts

- The 5-a-day program recommends eating 5 or more servings of colorful fruits and vegetables each day.
- *MyPyramid for Kids* recommends that children ages 4 to 8 eat 1 ½ servings per day from the Vegetable Group.
- Dark colored vegetables provide a wide range of the vitamins, minerals, fiber, and phytochemicals our bodies need to stay healthy and energetic.
- Children enjoy sharing their ideas through impersonations.
- Creative writing is a way for children to express their points-of-view.

Procedure

Preparation: Print the materials. Cut the vegetable cards apart, and place them face-up on a table.

1. Review the *MyPyramid for Kids* poster, Vegetable Group, and the Five-a-Day (<http://www.5aday.com/>) recommendations for servings per day.
2. Read the book, *The Vegetable Group*, paying special attention to the illustrations. Review the information from the Veggie Facts sheet.
3. Discuss favorite vegetables and ways they can be prepared. The following guided questions can be used to prompt the discussion: What is your favorite vegetable? How do you like it prepared? What vegetables are served in the school cafeteria? Do you eat vegetables at family gatherings for holidays and special occasions?
4. Choose a vegetable picture from the Vegetable Group Cards. Glue the picture to a plain, white paper plate. Attach a tongue depressor handle with staples or freezer tape to create a mask. Explain that children can draw pictures on plates at home.
5. Complete the Veggie Impersonations Writing Activity and/or the Veggie Impersonations “I Am” Script. Cut the script section out and glue or tape it to the back of the paper plate mask.
6. Hold the mask in front of your face and read the script to an audience (class, parent, etc.) speaking in a “veggie” voice.
7. Read and discuss the “Key Concepts.” How can you add more vegetables to your diet? What new veggies will you try?

Closure/Evaluation

After completing the activity, families read the information found under “Key Concepts” and review the vegetable group recommendations. Select and eat a vegetable every day in the cafeteria. Plan to include a new vegetable for the family to try next week. If the Rainbow on Your Plate display is available, encourage families to sample the vegetables.

Investigate! Veggie Impersonations

LAB INSTRUCTIONS

Making a Veggie Mask

Choose a vegetable picture from the Vegetable Group Cards. Glue the picture to a plain, white paper plate.

Attach a tongue depressor handle with staples or freezer tape to create a mask that you can hold in front of your face.

Writing Activity

Use the information from the Veggie Facts sheet to:

****Write a paragraph about your vegetable on the A Paragraph About My Vegetable activity sheet. Then, write a script using the **I Am** outline.**

(**Instruction Note: Older children will write the paragraph and complete the **I Am** outline sentences; younger children will complete the **I Am** sentences only.)

Cut out the I Am script and attach it to the back of your paper plate veggie mask with glue or tape.

Hold the mask in front of your face and read the script to an audience (for example, a classmate or your parent) speaking in a loud “veggie” voice.

Read and discuss your Key Concepts!

What did you learn about vegetables? Will you try a new vegetable this week? What vegetables were served in the cafeteria today?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Veggie Impersonations



Beans



Broccoli



Cabbage



Carrots



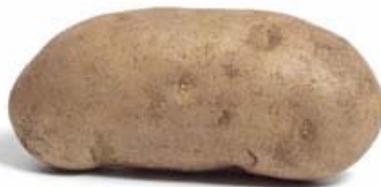
Okra



Peas



Peppers



Potatoes

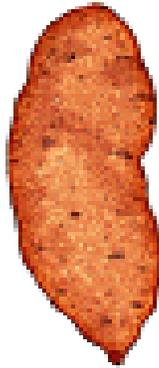


Pumpkin

Investigate! Veggie Impersonations



Romaine lettuce



Sweet Potatoes



Turnip Greens

Investigate! Veggie Impersonations

Veggie Facts

Vegetable	Colors	Nutrients	How to eat it	Other facts
Beans	Red White Black	Fiber Iron B-complex vitamins	Cooked	Cook fresh beans or dried beans and serve them alone or with rice.
Broccoli	Dark green	Vitamins A and C Beta carotene Minerals	Fresh Cooked	Fresh broccoli is great dipped in yogurt or mixed in a salad.
Cabbage	White Purple	Vitamin C	Fresh Cooked	Cabbage is used to make coleslaw or it can be grated into a salad. It's fun to eat it New Year's Day!
Carrots	Dark orange	Vitamin A Beta carotene	Fresh Cooked	Use fresh carrots in salads, or cook them in stews or with a roast.
Okra	Green	Calcium	Cooked	Add okra to gumbo or cook them with tomatoes.
Peas	Green Black-eyed	Fiber Iron	Cooked	Cook fresh peas or dried peas and serve them alone or with rice.
Peppers	Green Red Yellow	Vitamin C	Fresh Cooked	Add fresh pepper to a salad, use them in recipes, or stuffed!
Potatoes	White	Vitamin C Potassium	Boiled Baked Fried	Great alone or in casseroles or cooked with other recipes.
Pumpkin	Dark orange	Vitamin A Beta carotene	Pies Breads	Pumpkin is canned and frozen. Use one to make a jack-o-lantern!
Romaine lettuce	Dark green	Vitamins A and C B complex vitamins Beta carotene Minerals Calcium	Fresh	Lettuce builds a great salad. Add lettuce to a sandwich.
Sweet potatoes	Dark orange	Vitamin A Beta carotene	Baked Fried In casseroles	You can find sweet potatoes canned, and they are great in recipes!
Turnip greens Spinach Mustard greens	Dark green	Vitamins A and C B complex vitamins Beta carotene Minerals Calcium	Fresh Cooked	Fresh leafy vegetables are great in salads. Use frozen or canned greens, too!

Investigate! Veggie Impersonations

I Am Script

Directions: Complete the following sentences to write a script about your vegetable, adding sentences that will further describe it.

Then, cut out the script and glue or tape it to the back of the paper plate mask you designed.

Hold the mask in front of your face and read the script to an audience (class, parent, etc.), speaking in a loud “veggie” voice.

Hello. I am a _____.
I am a member of the Vegetable Group.
My color is _____.
I provide these nutrients: _____ _____.
The best way to prepare me for eating is _____ _____.
Other interesting things about me are: _____ _____ _____.

Investigate! Veggie Impersonations

The 5-a-Day program recommends eating 5 or more servings of colorful fruits and vegetables each day as part of a plan for healthier living. However, fewer than 15 per cent of elementary students eat the recommended servings of fruits and vegetables every day.

The USDA *MyPyramid for Kids* recommends that children ages, 4 – 8, eat 2 ½ cups per day from the Vegetable Group. Unfortunately, children often do not like to eat their vegetables. It is the parent's responsibility to make sure the family is getting the vegetables they need every day. Any vegetable or 100 % vegetable juice counts as a member of the Vegetable Group.

Dark colored vegetables are best for you. That's because deeply hued fruits and vegetables provide the wide range of vitamins, minerals, fiber, and phytochemicals your body needs to maintain good health and energy levels. Dark green vegetables include broccoli, spinach, mustard or turnip greens, and romaine lettuce. Dark orange vegetables include carrots, sweet potatoes, and pumpkin.

Dry beans and peas, including pinto beans, red beans, and white beans are also members of the Vegetable Group. Vegetables can be enjoyed fresh (raw), frozen, canned, or dried (dehydrated).

A Note about Creative Writing...

Children enjoy expressing their points-of-view and sharing their ideas through impersonations. To become proficient and knowledgeable readers, students should read for a variety of purposes. Creative writing provides an opportunity for students to project themselves into the lives of people, animals, or vegetables!

Investigate! Your Healthy Weight

Standards References

ENGLISH

LANGUAGE ARTS GLEs

Grade 3: 1, 4, 7

Grade 4: 1, 4, 7

HEALTH Benchmarks

1-E-2

1-E-4

3-E-1

Materials

1. Timer
2. Your Healthy Weight report
3. Supplies for each presentation format:
Illustration—paper, pencils, markers. Recording—tape recorder, blank cassette.
Skit—paper, pen.
4. *Don't Call Me Fatso* (1980) by Barbara Philips, Milwaukee: Raintree.
5. Head-Heart-Foot Activity Sheet (Head—an idea I had; Heart—A feeling I experienced; Foot—a step I will take)

Activity Overview

Participants will use prior knowledge as they read to learn new information about healthy eating and exercising. They will create a presentation to share what they learn.

Key Concepts

- Following a healthy diet in conjunction with regular exercise can be simple and fun.
- It's important to eat a variety of fruits and vegetables every day.
- Exercise helps us maintain a healthy weight.
- As students advance through elementary school grades, they move from learning to read to reading to learn.
- Students enjoy having a choice in how they will present to others new information that they have learned.

Procedure

Preparation: Print the materials.

1. Take two minutes to say everything that comes to mind when you see or hear the words calories and exercise. Use a timer, the second hand on a watch, or a clock.
2. Read the report, *Your Healthy Weight*.
3. Choose from the following list to create a presentation of key concepts you have learned from the report:
Draw a Picture
Make a Recording
Write a Skit
4. Present your findings by showing and discussing your illustration, by having someone listen to your recording and sharing three important facts from the report with them, or by sharing the script and acting it out with someone.
5. Read *Don't Call Me Fatso*, and discuss some of the things Rita did to achieve her healthy weight.
6. Complete the Head-Heart-Foot Activity Sheet to reflect on the concepts from the book.
7. Read and discuss the Key Concepts! What did you find out about the role of healthy eating and exercise that you can apply to your life?

Closure/Evaluation

After completing the activity, families read the information found under "Key Concepts" and discuss the value of healthy food choices and regular exercise for the entire family.



Investigate! Your Healthy Weight

LAB INSTRUCTIONS

Directions for Presentations

Choose one of the following ways to present the information you learned from reading the report, *Your Healthy Weight*. Be prepared to share your presentation.

1. Draw a picture.

After reading the report, draw a picture that illustrates what you learned. Give the illustration a title at the top of the page, and write your name at the bottom. Describe your drawing to someone and share with them three new things you learned about your healthy weight.

2. Record the report.

Read through the report several times (once silently and twice out loud) to become familiar with the words. Then, set the tape recorder to “record” and read the report into the microphone. Make sure you pronounce the words properly and speak clearly. Ask someone to listen to your recording and share with them three important things you learned about your healthy weight.

3. Write a skit.

Use the information from the report to write a skit. Have two or three characters in your skit that will “act out” the information for an audience. Share your skit with others, and ask them to act it out with you. Discuss with them three important things you learned about your healthy weight.

Read and discuss your Key Concepts!

What did you learn about your healthy weight? What can you do to maintain your healthy weight?

Be sure to write what you have learned and stamp your
Passport to Good Health!

Investigate! Your Healthy Weight

Directions: Read the following report. You will prepare a presentation about the information you learn from the report. Your presentation can be in the form of an illustration, a tape recording, or a skit.

Your Healthy Weight

Has anyone ever asked you, “Where do you get all your energy from?” Your answer could be, “I get my energy from eating!” Foods you eat contain different amounts of calories. Calories are energy! Your body uses calories to grow, breathe, walk, and stay healthy.

Your body needs calories to stay alive. If you take in more calories than you need, they are stored in your body as fat. These extra calories cause you to gain weight. If you gain too much weight, there are two ways you can lose weight. You can lose weight by eating fewer calories and by being more active.

Eating fewer calories is easy. You can eat more fruits and vegetables instead of fat and sugary foods. For example, drink 100% fruit juice rather than a soda. Add lettuce and tomato to your sandwich, skip the mayonnaise, and make it with whole wheat bread. Have a piece of fruit for a healthy snack instead of candy or chips. Try to eat five servings of fruits and vegetables every day.

Physical activity, or exercise, requires energy. To use more calories, become more active. You can play sports, run, ride your bicycle, dance, or swim. These are fun ways to lose weight! Cut down on watching television or playing computer games. They don’t require your body to use as much energy.

Eating fruits and vegetables every day will keep your energy level high. Add regular exercise every day to maintain a healthy weight. Your body will feel better, and you’ll feel better about yourself!

Investigate! Your Healthy Weight

My Head, My Heart, My Feet

After reading, *Don't Call Me Fatso*, write a sentence under each of the following to reflect on the concepts from the book:



An Idea I Had



A Feeling I Experienced



A Step I Will Take

Investigate! Your Healthy Weight

- A healthy diet in conjunction with regular exercise can be simple and fun.
- It's important to eat a variety of fruits and vegetables every day.
- Exercise helps us maintain a healthy weight.
- As students advance through elementary school grades, they move from learning to read to reading to learn.
- Students enjoy having a choice in how they will present information they have learned.

Snack Tips to Help You Maintain Your Healthy Weight

- Have cut-up raw vegetables and dip for an afternoon snack instead of chips and dip. Some “crunchy” examples are broccoli, carrots, and cauliflower.
- Another healthy snack idea is to have fresh apples, plums, pears, and oranges in the refrigerator washed and ready for you to grab-on-the-go!
- Put some dried fruit and nuts in small bags in your book bag for quick and easy snacks.
- Packaged, ready-to-eat fruits and vegetables are quick and easy to bring to school!
- Bananas and apples are fun to eat on the run—grab one on your way out the door!
- Fill an ice cube tray with 100% fruit or vegetable juice to make juice cubes.
- Make smoothies by blending frozen fruit, such as sliced bananas or strawberries, and milk.
- Make frozen fruit kabobs using pineapple chunks, bananas, grapes, and berries.