

	Lesson Plans for Nestle Collection
	Nutrition (Level 1, PreK-2)
	Reading Is Fundamental
	Books Supported: <ul style="list-style-type: none"> • <i>You Are What You Eat</i> by Sharon Gordon • <i>Eat Healthy, Feel Great</i> by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly • <i>D.W. the Picky Eater</i> by Marc Brown • <i>Growing Vegetable Soup</i> by Lois Ehlert • <i>Why Should I Eat Well?</i> by Claire Llewellyn • <i>How Did That Get in My Lunchbox?</i> by Chris Butterworth

INTRODUCTION

Everyone needs to eat healthy foods in order to support a healthy brain and body. Because there are so many choices available, children need to learn to identify and choose healthy foods. The books in this collection can help them to do that. This lesson plan will provide general information for the collection and then book-specific information below.

Here are some examples of classroom activities to support students' learning:

- Create a word wall of vocabulary from the unit. For pre-readers, include pictures that can be easily detached from and reattached to the wall. As you review vocabulary, ask students to help you match the pictures with the words.
- Set up a "Nutrition Literacy Center" in your classroom. Include books from this collection, other books about food, illustrated cookbooks, and laminated recipe cards. Restaurant menus can often be found online to print, but try asking for extras from your local restaurants; children will love having access to the "real thing" in the classroom. Provide real food packages such as empty cereal boxes for the children to read and explore.
- Make a large food pyramid with tape on the floor and label each space. Using play food or pictures, ask children to group the food in the correct space on the food pyramid.
- Read your school's lunch menu with children. Ask them to identify healthy choices and treats and describe what each food does for the body (ex. pasta gives us energy, milk helps our bones).
- Invite someone from your school's food services department to talk about healthy food with the children and provide guidance on how they can make the best choices at lunchtime. Children will love interacting with an expert on the topic.

- To encourage children to "eat the rainbow," make a large rainbow on one wall. When children eat a food of each color, allow them to draw, cut out, or color a picture of the food and place it on the rainbow. Children who are reading and writing can label the food, while pre-literate children can do so with help.
- For younger children, label two baskets "Healthy Foods" and "Treats." Have the children use play food, empty food packages, and/or pictures to fill the baskets.

Materials List

- sentence strips
- masking or duct tape
- construction paper
- pictures of various foods (try using old magazines)
- butcher paper in rainbow colors
- books about food and healthy eating
- illustrated cookbooks
- laminated recipe cards
- restaurant menus
- school lunch menu
- play food and/or empty food packages

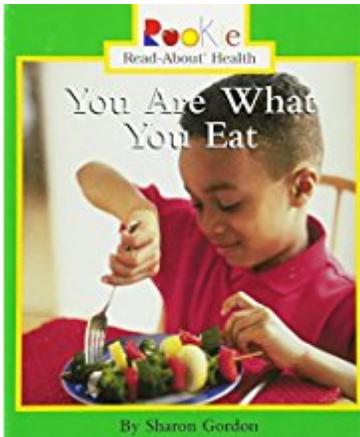
General Objectives for Nutrition Lessons

Students will:

- describe how healthy and unhealthy foods affect our bodies.
- give examples of and distinguish between healthy foods and treats.
- identify the parts of the food pyramid and place foods in the appropriate group.
- read a simple recipe and menu.
- identify how foods from specific groups help our bodies.
- understand key vocabulary from the nutrition unit.
- identify main idea and supporting details in informational texts.

BOOK-SPECIFIC LESSON PLAN 1

Using *You Are What You Eat* by Sharon Gordon with the Nutrition Level I Lesson Plan



You Are What You Eat by Sharon Gordon (Scholastic-Children's Press, 2002) is an informational book with simple text. It presents the concept of the Food Pyramid and takes readers through a typical day of making choices about what to eat for each meal and snacks, describing in very simple terms the idea that healthy foods help our bodies, while treats do not.

Objectives

Students will:

- identify the parts of the food pyramid and place foods in the appropriate group
- give examples of and distinguish between healthy food and treats
- list the three meals
- understand key vocabulary

CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Pre-Reading Activities: Tell students that the class is going to study *nutrition*, or how what we eat affects our bodies. Introduce vocabulary words students will encounter in the text.

Look at the book cover and read the title together. Ask students if they've ever heard the phrase, "You are what you eat." Ask what they think that means.

Reading: Read *You Are What You Eat* aloud to your class. After you read the book aloud, go back to the image of the food pyramid on page 8. Either make a copy of the food pyramid for all students or project the image onto the board. Do a close analysis of the food pyramid, reinforcing the concept that food can be classified into different groups and emphasizing the idea that we need to eat a certain number of servings from each group.

Provide students with a list of questions to think about as you read.

What is the author's main point? (Eating healthy food helps our bodies stay healthy. As the title says, you are what you eat.)

What three healthy meals should we eat each day? (breakfast, lunch, dinner)

What food does the author say is a healthy snack? (watermelon)

What food groups are included in the food pyramid? (Bread, Cereal, Rice, and Pasta; Fruit; Vegetable; Milk, Yogurt, and Cheese; Meat, Poultry, Fish and Dry Beans, Eggs, and Nuts; Fats, Oils, and Sweets)

Post-Reading:

Post-Reading Comprehension Questions:

According to the author, what does "You are what you eat" mean? (Answers will vary, but should include the idea that healthy eating leads to a healthy body.)

How do we feel if we eat healthy foods? (We have energy to learn and grow.)

How do we feel if we eat too many treats? (We feel tired.)

How many servings should we eat from each food group each day? (See Food Pyramid on page 8.)

Class Activity: As a class, describe what a healthy lunch might look like. Be sure to include one food from each group.

ABOUT THIS TITLE
Lexile: 500L
Interest Level: 4-8 years
Reading Level: PreK-2
Themes Nonfiction, Education, Nutrition, Families, Informational Text, Health, Everyday Choices, Food

Word List:**Category Vocabulary:**

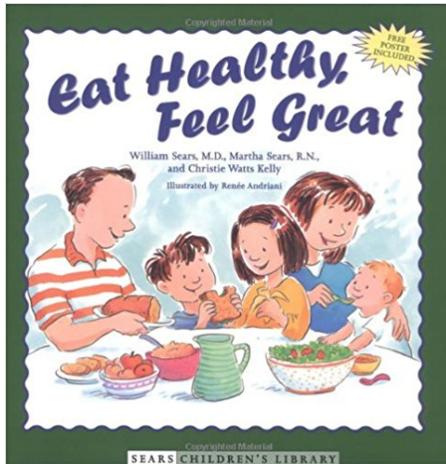
Nutrition	How what we eat affects our bodies
Food pyramid	A chart that shows the food groups
Food group	A group of foods with similar qualities
Healthy	Contributing to good health
Treats	Sweet, salty, or fatty foods
Nutrients	Elements in foods our bodies need
Ingredients	Different foods in a recipe
Water	A liquid your body needs more of than any other food or drink

Book-specific Vocabulary:

Breakfast	A morning meal
Lunch	A midday meal
Dinner	An evening meal
Dessert	A treat eaten after meals
Milk	A dairy drink
Pasta	Noodles made of grains
Snack	Food eaten between meals
Tired	Without energy

BOOK-SPECIFIC LESSON PLAN 2

Using *Eat Healthy, Feel Great* by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly with the Nutrition Level I Lesson Plan



Eat Healthy, Feel Great by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly (Little, Brown, 2002) is a complex, multi-paragraph informational text that introduces and defines the specific vitamins and minerals our bodies need and the unhealthy additives we should avoid. The book asks students to think in terms of green-light (go), yellow-light (slow), and red-light (stop) foods and to use this concept to help them make healthy food choices. Food allergies are also briefly discussed.

Objectives

Students will:

- understand the concepts of green-light, yellow-light, and red-light foods and give examples of foods in each category
- understand the concept of eating the rainbow
- identify the main idea and important supporting details by using text features such as the cover, title page, sidebars, and bold print
- understand key vocabulary
- demonstrate understanding of the connection between eating healthy foods and feeling well

CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.
RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Tell students that the class is going to study *nutrition*, or how what we eat affects our bodies.

Look at the front cover, back cover, and title page. Discuss the illustrations. Discuss how the title indicates the main idea of the book.

Introduce vocabulary words students will encounter in the text. This book contains many advanced vocabulary words students might not have heard before, so plan to spend some time talking about these words before, during, and after you read.

Reading: While this book is most appropriate for students in late first grade or second grade, PreK and Kindergarten students can readily understand the useful concept of green, yellow, and red-light foods and the idea of eating the rainbow. With younger students, you may choose to read aloud, simplifying the text by skipping the pages with detailed definitions of vitamins, minerals, and food additives. As you read, check for comprehension by asking the following questions:

- When should we eat green-light foods? (As often as we want. Green means "go.")

- When should we eat yellow-light foods? (They are okay sometimes, but should be limited. Yellow means "slow down.")
- When should we eat red-light foods? (Never. Red means "stop.")
- Why do we need to eat healthy foods? (To provide our bodies with everything we need to feel good and be healthy)
- What is the most important food or drink for our bodies? (water)
- What does it mean to "eat the rainbow"? (to eat foods of many different colors)
- Why should we "eat the rainbow"? (because foods of different colors provide different healthy things our bodies need)

With older students, read the book aloud using a projector so that you can stop and provide close analysis of key pages, pointing out text features that aid comprehension like sidebars and bold print. In addition to the questions listed above, ask the following as you read:

- What are some nutrients green-light foods contain? (protein, healthy fats, complex carbohydrates, vitamins, minerals, Vitamin A, B vitamins, Vitamin C, calcium, fiber, iron)
- How many cups of water should you drink a day? (at least four)
- Which tends to be healthier, lighter colored foods or darker colored foods? (darker)

Post-Reading:

Post-Reading Comprehension Questions:

What is the main idea of the book? (If you eat healthy foods, you will feel good and have energy to learn, play, and grow.)

What are some ways the authors suggest we can identify healthy foods? (look for short ingredients lists with familiar food words, eat foods of a variety of colors, avoid foods with unhealthy ingredients, participate in shopping for and cooking healthy foods)

Class Activity:

Make a chart with three columns (red light, yellow light, and green light) and ask students to identify foods they enjoy that go in each of the columns. Include food allergies in the red light foods if students want to share a food allergy. Most schools have a peanut-free policy, so put that in the red light category for your school. As you chart, discuss why each food goes in the category you choose.

ABOUT THIS TITLE

Lexile: AD780L

Interest Level: Ages 4-7

Reading Level: PreK-3

Themes

Nonfiction, Informational Text, Families, Nutrition, Attachment Parenting, Health, Food Allergies, Vitamins, Minerals,

Word List:**Category Vocabulary:**

Nutrition	How what we eat affects our bodies
Food pyramid	A chart that shows the food groups
Food group	A group of foods with similar qualities
Healthy	Contributing to good health
Treats	Sweet, salty, or fatty foods
Nutrients	Elements in foods our bodies need
Ingredients	Different foods in a recipe
Water	A liquid your body needs more of than any other food or drink

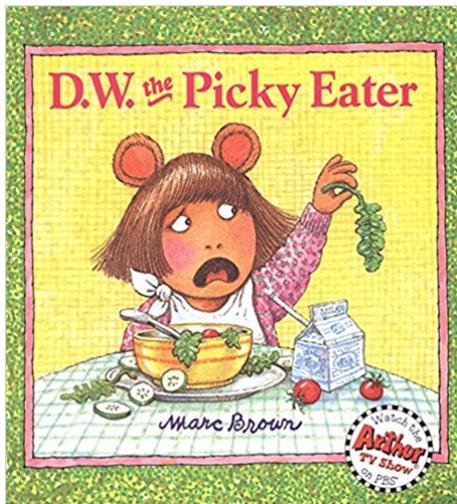
Book-specific Vocabulary:

Green-light foods	Healthy foods that are good for your body
Yellow-light foods	Foods that can make you slow down if you eat too many
Red-light foods	Foods you should not eat
Food allergies	Occur when a food that is usually healthy to eat makes you sick
Food dyes	Colorings in candy and drinks that make foods look tasty but are bad for your body
Hydrogenated oils	An unhealthy ingredient that makes your body want to eat more, often found in packaged foods.
Preservatives	Added to foods to keep them from spoiling
White flour	Fills you up without providing nutrients
Sugar	Makes foods sweet, but isn't good for your body
Protein	An ingredient in chicken, beans, and cheese that helps you grow big and strong
Healthy fats	Found in fish, eggs, and peanut butter and

	helps your brain think better
Complex carbohydrates	Found in whole-grain bread, cereal, and pasta and gives you energy
Vitamins	Includes A, B, and C; These help your body work better and keep you healthy.
Minerals	Includes calcium and iron; These help your body work better and keep you healthy.
Vitamin A	A vitamin that helps your eyesight
B Vitamins	Vitamins that are good for your brain and heart
Vitamin C	A vitamin that helps your body heal itself
Calcium	A mineral that is good for your bones
Iron	A mineral that is good for your blood
Fiber	An element of green-light foods that helps your tummy and digestion.

BOOK-SPECIFIC LESSON PLAN 3

Using *D.W. the Picky Eater* by Marc Brown with the Nutrition Level I Lesson Plan



D.W. the Picky Eater by Marc Brown (Little, Brown, 1995) is a humorous fictional story about a little girl who is a picky eater. D.W. (the little sister of Arthur, the title character in the popular PBS Kids series of the same name) refuses to try many foods, especially spinach—until she accidentally eats a dish full of spinach and loves it.

Objectives

Students will:

- summarize the story, relating the beginning, middle, and end
- identify characters, settings, and major events
- identify various emotions felt by different characters at different points in the text, using both words and illustrations
- identify the central message or lesson of the book

CCSS Alignment:

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.5 Recognize common types of texts (e.g. storybooks, poems)

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment:

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Tell students that the class is going to study *nutrition*, or how what we eat affects our bodies. Introduce vocabulary words students will encounter in the text.

Examine the front cover and title page with students. Discuss how the character depicted on the cover seems to be feeling. How does the illustration depict those emotions?

Show the students the back cover and read the book blurb on the back to introduce the conflict. Discuss again how the characters depicted on the back cover seem to be feeling. How does the illustration depict these emotions.

Ask students what it means to be a "picky eater." Have they ever been called a picky eater? Are there foods they refuse to eat?

Identify this book as a fictional storybook. The story is not true, but it helps us to think about picky eating through D.W.'s experience.

Reading: This is a funny book that lends itself to reading aloud across the grade spectrum from PreK-2. Much of the humor in the book comes from reading with expression to highlight different characters' perspectives on D.W.'s picky eating. Reading aloud will allow teachers to model fluency and expression and to emphasize the concept of different points of view. Teachers can also use this text to model empathy and other social-emotional skills.

As you read, help students make connections between the text and the illustrations. Note the expressions on different characters' faces as they react to events in the story. As you did on the with the front and back cover illustrations, ask students how they think the characters are feeling and how they know.

Provide students with a list of questions to think about as you read.

What are some foods D.W. refuses to eat? (fish, spinach, pickles, tomatoes, mushrooms, eggplant, pineapple, parsnips, cauliflower, liver, Hawaiian shrimp, parsley)

How does D.W.'s family react to her picky eating? (Her brother thinks she's being silly. Her mother and father are embarrassed and frustrated, and a little bit angry.)

Where does D.W. refuse to eat parsley? (At her friend's house)

Why does D.W. have to stay home with a sitter? (She had a tantrum in a restaurant.)

Why does D.W. decide to try restaurants one more time? (She wants to go out for Grandma Thora's birthday. She is also beginning to feel a little jealous of the rest of the family.)

Post-Reading:

Post-Reading Comprehension Questions:

Ask students again what it means to be a "picky eater." Do they think they are more or less picky than D.W.? Is D.W. more or less picky than the other characters in the story?

With students, trace D.W.'s thoughts on spinach through the beginning (she hates it "more than anything else in the whole world"), middle (she throws a tantrum at a restaurant when she discovers spinach in her salad), and surprise ending (she eats a whole dish of spinach without realizing what it is and loves it). Have the students ever had a similar experience? Did they think they didn't like a food and discover they loved it?

Discuss the central message or point of the story ("Try it. You might like it!")

Class Activity: Talk about how we get food at home (buy groceries and prepare meals) versus how we get food at a restaurant (order prepared food from a menu). Try bringing in menus to use in an imaginative play restaurant center.

ABOUT THIS TITLE
Lexile: 410L
Interest Level: Ages 4-7
Reading Level: Grades PreK-3
Themes Fiction, Literary Text, Manners, Tantrums, Picky Eating, Restaurants, Babysitters, Siblings, Grandparents, Humor, Food

Word List:**Category Vocabulary:**

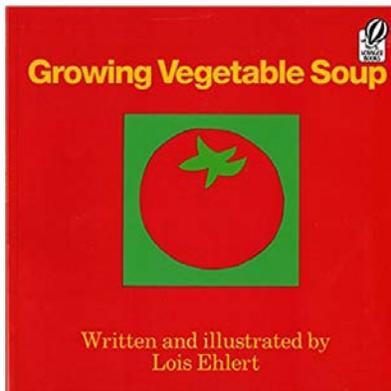
Nutrition	How what we eat affects our bodies
Food pyramid	A chart that shows the food groups
Food group	A group of foods with similar qualities
Healthy	Contributing to good health
Treats	Sweet, salty, or fatty foods
Nutrients	Elements in foods our bodies need
Ingredients	Different foods in a recipe
Water	A liquid your body needs more of than any other food or drink

Book-specific Vocabulary:

Groceries	Food purchased at a supermarket
Menu	A list of foods served at a restaurant
Restaurant	A place to order prepared meals

BOOK-SPECIFIC LESSON PLAN 4

Using *Growing Vegetable Soup* by Lois Ehlert with the Nutrition Level I Lesson Plan



Growing Vegetable Soup by Lois Ehlert (Houghton Mifflin Harcourt, 1987), describes the process of planting a garden, tending the plants, waiting for the plants to grow, harvesting the plants, and using the plants to cook vegetable soup using very simple text and clear illustrations that label each item.

Objectives

Students will:

- name each of the steps involved in growing vegetable soup
- identify some ingredients of vegetable soup
- demonstrate understanding of the connection between vegetables in the garden and the finished product of vegetable soup
- read a recipe

CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.5 Identify the front cover, back cover, and title pages of a book.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text and illustration depicts).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Tell students that the class is going to study *nutrition*, or how what we eat affects our bodies. Introduce vocabulary words students will encounter in the text.

Look at the cover and title page together.

Ask students, "Have you ever eaten vegetable soup? What foods might go in vegetable soup? Have you ever gardened or cared for a plant?"

Reading: Read the book aloud to your students, pausing to note where the author-illustrator has labeled the items in the pictures.

As you read, record the steps involved in growing vegetables. (Planting the seeds and sprouts, watering the plants, waiting for the sun to help them grow into plants, weeding, picking or digging up the vegetables)

Ask students, "Where do vegetables come from?" (They grow from seeds.)

Ask students, "Which vegetables were planted as seeds? Which were planted as sprouts?" (See examples in the text.)

Ask students, "Which vegetables were picked? Which were dug up?" (See examples in the text.)

As you read, record the steps involved in making vegetable soup. (Washing the vegetables, cutting them up, putting them in a pot, and cooking them)

Post-Reading:

Post-reading Comprehension Questions:

What are the steps for growing vegetables? (Planting the seeds and sprouts, watering the plants, waiting for the sun to help them grow into plants, weeding, picking or digging up the vegetables)

What are the steps for making vegetable soup? (Washing the vegetables, cutting them up, putting them in a pot, and cooking them)

Name at least five ingredients the author-illustrator lists for vegetable soup. (Answers will vary. See examples in the text.)

What is the author's main purpose for writing? (To explain how to grow vegetable soup.)

What do plants need to grow? (water and sunlight)

Class Activity: Make vegetable soup together. Bring in a recipe you can cook in the classroom (a slow cooker recipe would work well). Provide each child with a copy of the recipe and read it together, identifying the parts of the recipe (title, ingredients, instructions). Have the ingredients pre-cut and prepare the recipe along with the children. Then let the children try the soup.

You could also grow some of the ingredients for vegetable soup in your classroom. Indoor tomato plants are readily available, and beans can be sprouted using nothing more than paper towels, seeds, water and resealable plastic bags so that each child can watch his or her plant grow.

If you have a school or community garden, visit with the students.

ABOUT THIS TITLE
Lexile: 740
Interest Level: 4-7
Reading Level: PreK-3
Themes Informational Text, Gardening, Recipes, Growing Food, Food, Vegetables, Parent-Child Relationships, Cooking

Word List:

Category Vocabulary:

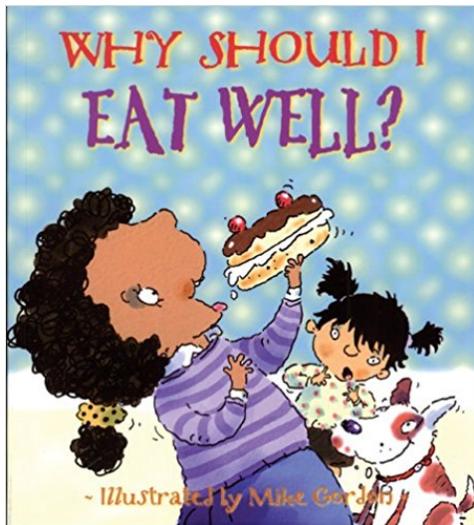
Nutrition	How what we eat affects our bodies
Food pyramid	A chart that shows the food groups
Food group	A group of foods with similar qualities
Healthy	Contributing to good health
Treats	Sweet, salty, or fatty foods
Nutrients	Elements in foods our bodies need
Ingredients	Different foods in a recipe
Water	A liquid your body needs more of than any other food or drink

Book-specific Vocabulary

Vegetables	Ingredients in vegetable soup
Tools	Items, such as a shovel, rake, and hoe, used to do a job.
Garden	A place where plants grow
Seeds	What you plant to grow vegetables
Sprouts	Young plants
Weeds	Wild plants that don't belong in a garden
Sun	Helps the vegetables grow with its light

BOOK-SPECIFIC LESSON PLAN 5

Using *Why Should I Eat Well?* by Claire Llewellyn with the Nutrition Level I Lesson Plan



Why Should I Eat Well? by Claire Llewellyn (Barron's, 2005) answers the title question by telling the story of Monica's shift from poor eating habits to good eating habits through the influence of her new friend, Rachel, who describes all the bad things that can happen to your body when you eat too much junk food. Monica realizes how much healthier her body will be and how much fun it can be to eat well.

Objectives

Students will:

- retell the process of how and why Monica changed her eating habits
- identify the central message or lesson of the book
- describe how the illustrations help them understand the text

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Tell students that the class is going to study *nutrition*, or how what we eat affects our bodies. Introduce vocabulary words students will encounter in the text.

Ask students to answer the question, "Why should I eat well?" Ask what it means to "eat well."

Look at the front cover. Ask, "What is the girl in the purple shirt eating? Does that look like a healthy choice? How does the girl in the yellow shirt appear to feel?"

Reading: Read the book aloud, pausing to discuss the information on each page. The information is presented in three ways. First, there is the fictional narrative about Rachel and Monica's friendship that serves as the basis of the book. Second, several pages show many different kinds of healthy and unhealthy food, with labels. Third, many pages add a secondary narrative in "comic" form, with speech bubbles showing Monica making healthy or unhealthy choices. As you read, discuss how the characters are feeling and how the illustrations contribute to the meaning.

As you read, also identify the healthy and unhealthy foods shown and discuss what makes them healthy or unhealthy (vitamins in fresh fruits and vegetables, too much sugar and fat in potato chips and cake, etc.).

Provide students with a list of questions to think about.

Why does Monica say people sometimes choose unhealthy food? (It smells good, tastes sweet, and is easy to find.)

What are some reasons Rachel gives Monica for avoiding unhealthy food? (You can get pimples and tooth decay. You can get sick. You won't be fit.)

What are some reasons Monica gives for eating healthy food? (It gives us energy, helps us have clear skin and shiny hair, and is exciting to eat.)

Post-Reading:

Post-Reading Comprehension Questions:

What is the main idea of the book? (We should eat well because it helps us to stay healthy, avoid illness, and generally enjoy life more.)

How did Monica's family try to help her eat well? (They tried to suggest healthy choices.)

Describe how Monica went from eating mostly unhealthy food to enjoying healthy food. (She met Rachel, who told her about all the bad things that can happen to your body if you don't eat healthy food. Monica decided she didn't want those things to happen and began making healthier choices.)

Class Activity: Ask students again to answer the question "Why should I eat well?" Have they ever felt like Monica, wanting to eat only junk food? Or have they helped a friend to make healthy choices, like Rachel? Talk about how they can make healthy choices for themselves and how they can help their friends and family make healthy choices. If appropriate for your school, bring in a variety of healthy snacks (veggie sticks, cheese cubes, fresh fruit) and ask students to try each one. Make a classroom chart showing how many students like each food.

ABOUT THIS TITLE

Lexile: AD500L

Interest Level: Ages 4-8

Reading Level: Grades PreK-3

Themes

Literary Text, Healthy Eating, Health and Wellness, Nutrition, Friendship, Diet and Nutrition, Diseases, School, Restaurants, Parents, Grandparents, Healthy Choices

Word List:

Category Vocabulary:

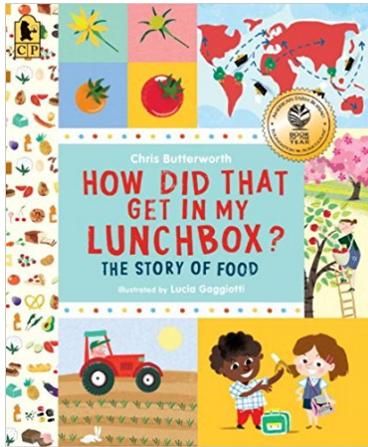
Nutrition	How what we eat affects our bodies
Food pyramid	A chart that shows the food groups
Food group	A group of foods with similar qualities
Healthy	Contributing to good health
Treats	Sweet, salty, or fatty foods
Nutrients	Elements in foods our bodies need
Ingredients	Different foods in a recipe
Water	A liquid your body needs more of than any other food or drink

Book-specific Vocabulary

Feast	A large, enjoyable meal
Fat	An unhealthy part of foods like burgers, fries, and pizza
Sugar	An unhealthy part of foods like sweet drinks and candy
Fruits and vegetables	Healthy foods from plants
Energy	Zing! Ability to enjoy being active

BOOK-SPECIFIC LESSON PLAN 6

Using *How Did That Get In My Lunchbox?* by Chris Butterworth with the Nutrition Level I Lesson Plan



How Did That Get In My Lunchbox? by Chris Butterworth (Candlewick, 2011) invites children to think about where the food in their lunchbox comes from. The book describes the journey food takes from farm to lunchbox and provides suggestions for eating a healthy and balanced diet.

Objectives

Students will:

- identify the main topic
- use key details to describe how food arrives in a lunchbox
- use and understand new vocabulary
- make connections between foods in their lunchbox and food production described in the book
- identify the author's purpose for writing
- use illustrations to understand processes of food production

CCSS Alignment

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading Activities: Examine the front cover, back cover, endpapers, and title page. Which of these foods do students regularly eat for lunch? Make a list of foods students like to eat for lunch on the board. Choose a few of these foods and make a web or list of what students know about where they come from and how they are grown.

Reading: Read the book aloud, pausing to do a close analysis of one or two of the pages that describe the steps in a food's journey to the lunchbox.

Provide students with a list of questions to think about as you read.

Where are some places food comes from? (farms, greenhouses, orchards, groves, and dairies)

What jobs do people do to get food to you? (farmers, bakers, cheese and chocolate makers, pickers, packers, and truck drivers)

What does food do for your body? (helps you grow, keeps you healthy)

What kinds of food should go on your plate? (carbohydrates, fruits and vegetables, protein, dairy, and a small amount of treats)

How many different kinds of fruits and vegetables should you eat every day? (five)

Make the book available for closer study in your literacy center.

Post-Reading:

Post-reading Comprehension Questions:

What is the main topic of this book? (how food gets to your lunchbox)

What is the author's purpose for writing? (to explain how different foods are processed and arrive at grocery stores)

What foods' journeys does the author describe? (bread, cheese, tomatoes, apple juice, carrots, chocolate chips, clementines)

Choose one food and list the steps it takes to get to you. Use the illustrations and text to help you answer. (Answers will vary.)

Class Activity: Pass out paper plates to the class, and ask them to draw sections for carbohydrates, protein, dairy, treats, and fruits and vegetables. Use the plate on pages 26-27 as a model. Ask students to draw or list items they ate or will eat for lunch in the appropriate category.

Now ask the students to choose one food on the list and investigate where it came from. Have them write a paragraph, using the "How did (food) get in your lunchbox?" pages from the book as a model.

ABOUT THIS TITLE
Lexile: 870L
Interest Level: Ages 5-8
Reading Level: Grades K-3
Themes Informational Text, Healthy Eating, Health and Wellness, Nutrition, Diet and Nutrition, Farms/Farmers, School, Healthy Choices, Food Production

Word List:**Category Vocabulary:**

Nutrition	How what we eat affects our bodies
Food pyramid	A chart that shows the food groups
Food group	A group of foods with similar qualities
Healthy	Contributing to good health
Treats	Sweet, salty, or fatty foods
Nutrients	Elements in foods our bodies need
Ingredients	Different foods in a recipe
Water	A liquid your body needs more of than any other food or drink

Book-specific Vocabulary:

Farmer	A person who grows food
Combine harvester	A machine that cuts wheat stalks
Miller	A person who grinds grains into flour
Baker	A person who mixes and bakes bread
Yeast	Mixed with flour to make bread
Tanker	A truck that carries milk
Rennet	A substance animals use to digest milk
Whey	Liquid curds float in
Curds	Bits that float in whey
Orchard	A place where fruit grows
Grower	A person who grows fruits
Picker	A person who picks fruits and vegetables
Milling machine	A machine that mashes apples
Pods	Hold chocolate beans
Carbohydrates	Grain foods that give you energy

Dairy	Foods made from milk that help your bones
Protein	"bodybuilder" foods that help you grow strong
Fruits and vegetables	Plant foods you need lots of