

Teacher Guide

3rd
Grade

Shaping Up My Choices



Nutrition Education
Program

HealthyEating.org





Table of Contents

Introduction	1
Lesson 1: Food-Group Fun	3
Lesson 2: Nutrient Power + Labels	8
Lesson 3: Breakfast Blast	12
Lesson 4: Smart Snacks + Beverages	17
Lesson 5: Farm to You	22



Teacher Guide Introduction

What a special opportunity you have as a teacher to influence the health and lives of children in a positive way. **Shaping Up My Choices** is designed to assist you in nurturing healthy eating and physical activity habits in your students.

In the **Shaping Up My Choices** third-grade program, you will find 5 engaging, flexible, and fun lessons to help students build the skills and knowledge to make healthy food choices.

Upon completion of each lesson, students will be able to:



Lesson 1—Food-Group Fun: Identify foods from all 5 food groups and explain that a food grouping system helps them make healthy food choices.



Lesson 2—Nutrient Power + Labels: Identify nutrients and the health benefits of eating foods from each food group and explain why “extras” are not in a food group. Identify nutrient information on the Nutrition Facts label.



Lesson 3—Breakfast Blast: Explain the importance of eating a balanced breakfast using the “3 out of 5” breakfast model. Describe a mixed food.



Lesson 4—Smart Snacks + Beverages: Identify that a nutritious snack or beverage contains foods from the food groups. Trade “extra” foods and beverages for foods from the food groups when choosing a snack. Make healthy snack and beverage choices based on the information contained in Nutrition Facts labels.



Lesson 5—Farm to You: Identify where food comes from and describe some general farming practices and basic farm-to-table processes.

STANDARDS

This program is aligned to the **Common Core State Standards for English Language Arts & Literacy (CCSS for ELA)**. Standards are listed for each activity in the teacher guide. In addition, the activities cultivate critical 21st Century skills such as problem-solving, reasoning and critical thinking.

PACING AND SEQUENCING

Lessons are designed to be taught within a 40-minute class period or 2 class blocks. To go deeper, optional projects and interactive activities are included for each lesson. The program was designed to be taught in sequential order, but each lesson also stands on its own, so teachers can pick the topics most relevant to students’ needs and interests.

LESSON PLAN

Each lesson plan is divided into 3 broad sections:

1. **Overview:** This section introduces the essential question for each lesson and lays out the learning objectives, as well as any materials (print and online) that the teacher will need to teach the lesson.
2. **Instructional Sequence:** This section presents a series of activities with short, concise instructions. Each activity contains a time estimate, the CCSS for ELA standards covered by the activity, and any online resources required or recommended.
3. **Going Deeper:** This section contains additional extension activities that provide students with an opportunity to dive deeper into the lesson topic.

PRINT PROGRAM MATERIALS (available free of charge to California educators)

Teacher Guide is yours to keep and reuse each year.

Student Workbooks are available in English and Spanish and include 3 **Family Connection** activities in lessons 1, 2 and 5. Student workbooks are available to reorder each year the program is taught.

ASSESSMENTS

1. **Pre- and Post-Assessments** are available in the student workbook and online. These assessments help teachers measure knowledge gains prior to and after students receive the content in the 5 lessons.
2. **Knowledge Checks** for each lesson are short assessments available online.

The **student workbook** is designed to serve as a “mini-portfolio” of students’ work that can be used as a record of their progress and achievement and shared with parents at the end of the semester or school year.

ONLINE RESOURCES

A wide range of resources that support the implementation of this program is housed on the **Shaping Up My Choices Web Portal** at HealthyEating.org/SUMC.



Worksheets to hand out for activities and projects



Videos support instruction in class and at home



Online activities + games to use when students have access to computers or tablets



Family Connection to support nutrition concepts students learn in class

Teaching materials are easily accessed online.

Teacher’s Guide: PDF format includes hyperlinks to all online resources

Nutrition Primer: Background information about nutrition and health referred to throughout each lesson

Quick Links: All hyperlinks to worksheets, videos, and activities and games

FOR CALIFORNIA TEACHERS ONLY

How to Order Additional Free Student Workbooks:

1. Call Dairy Council of California at **877.324.7901**.
2. Visit the website at HealthyEating.org/order.
3. Complete and return the order card that is mailed, emailed, and/or faxed to teachers at their school.

Materials will not be automatically sent. Teachers need to request additional free student materials annually. Outside of California, please call **866.572.1359**.



OVERVIEW



ESSENTIAL QUESTION

How do you choose healthy foods and beverages?



LEARNING OBJECTIVES

- Identify the 5 food groups by name and color.
- Explain that a food grouping system helps them make healthy food choices.
- Identify and classify foods that belong in each of the 5 food groups and “extra” foods that do not belong to any food group.
- Identify nutrients as the reason for grouping certain foods together.



ONLINE RESOURCES AT HEALTHYEATING.ORG/SUMC

- My Food Groups chart
- Family Connection (send link home)
- Program Pre-Assessment
- Knowledge Check

MATERIALS NEEDED:

- Student workbooks
- Sample teacher’s lunch (include one food from each group). Example: turkey sandwich on wheat bread with lettuce and tomato (sample of a mixed food), apple slices, milk. Use a sample lunch from the school cafeteria or pictures from the online food pictures if a sample teacher’s lunch is not an option.



FAST FACTS

- The food grouping system, consistent with the MyPlate icon, is a tool that can help students make healthy food choices.
- The food groups are associated with specific colors:

Food Group	Color	Health Benefit	Sample Foods
Dairy Group	Blue	Strong bones and teeth	Low-fat milk, yogurt, string cheese
Vegetables Group	Green	Healthy skin and eyes	Zucchini, broccoli, carrots
Fruits Group	Red	Healing	Oranges, grapes, strawberries
Grains Group	Orange	Energy	Whole-grain tortillas, whole-grain muffins, oatmeal
Protein Group	Purple	Strong muscles	Hamburger, eggs, peanut butter
“extras”	Pink	Few or none	Soft drink, potato chips, candy bars



OVERVIEW (Continued)



FAST FACTS (Continued)

- Foods are grouped together when they share common or key nutrients.
- Foods within a given food group contain significant amounts of the key nutrients.
 - For example, a key nutrient in milk, yogurt, and cheese (all in the Dairy group) is needed for healthy bones.
 - It's important to eat a variety of foods every day from all food groups to obtain a wide range of important nutrients necessary for good health, growth, and development.
- "Extra" foods have few or no nutrients; there is no key nutrient associated with "extra" foods.
 - "Extras" are not considered a food group.
- Mixed foods contain more than one food group.



[Nutrition Primer](#)



ASSESSMENTS

- Give the program **Pre-Assessment** on **Page 2** in the student workbook or go to HealthyEating.org/SUMC to use the [online](#), auto-graded assessment prior to teaching the **Shaping Up My Choices** program.
- A short **Knowledge Check** for Lesson 1 is available only [online](#).



BRAIN BREAK ACTIVITY

Use before, during, or after the lesson.



Show the video "[Food Groups Are Rockin' Tonight](#)" (3:07).
Sing along and encourage students to dance in place by their desks.



INSTRUCTIONAL SEQUENCE

 HealthyEating.org/SUMC
ONLINE RESOURCES

ACTIVITY

INSTRUCTIONAL SEQUENCE

Introduction
5 min

[CA CCSS for ELA/
LITERACY SL.3.1](#)

Write Essential Question on the board: *How do you choose healthy foods and beverages?*

Write Lesson 1 vocabulary words from **Glossary of Terms** on **Page 23** of the student workbook on the board to refer to during the lesson.

Place teacher’s lunch (covered with napkin on desk) or use pictures from the online food pictures.

Pull back the napkin to show teacher’s lunch and **ask** students to describe what they see on the desk. **List** the food items on the board.

Ask students to turn to a partner and complete the following statements (write on the board under the **Essential Question**):

One healthy food I ate today is _____. I think it’s healthy because _____.

Share a few answers with the class. **Ask** students to tell what their partner shared.

OPTIONAL:



Activity:

[Vocabulary Quizlet](#)

Direct Instruction

15 min

[CA CCSS for ELA/
LITERACY RI.3.1,
SL.3.1](#)

Explain that today’s topic is about grouping foods to help students choose *healthy* foods and beverages.

Project the **My Food Groups** chart on **Page 7** in the student workbook, or use the online document. **Ask** students to look at the **My Food Groups** chart on **Page 7** in their workbook.

Explain how the **My Food Groups** chart uses colors to teach about the healthy foods they need to eat every day. **Why?** Because foods within a given *food group* contain significant amounts of the same key nutrients. *Nutrients* are what they get from food to give them energy and help their bodies grow strong. *Key nutrients* are the most important nutrients they get from a certain food group.

Explain that they need a variety of foods from all the food groups to get all the nutrients they need to keep their bodies healthy.

Explain that the pink column represents “*extras*” that are not part of the food groups. “*extra*” foods have few or no nutrients to help their bodies grow strong and healthy. (Have students name a few examples of “*extra*” foods.)

Ask students to look at the front cover of their student workbook.

Explain that the *MyPlate* is an icon to remind them to eat foods from the 5 food groups every day.

Ask students to work in small groups or with partners to analyze the sample teacher’s lunch to determine if all the food groups are represented. **Call** on a few groups to explain why they think all the food groups are or are not represented.



Worksheet:

[My Food Groups chart](#)

OPTIONAL:




Video:




[“FIT KIDS: My Plate Food Groups”](#)

(0:40)




INSTRUCTIONAL SEQUENCE (Continued)




 HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Guided Practice</p> <p>10 min</p> <p>CA CCSS for ELA/ LITERACY RI.3.1, SL.3.1</p>	<p>Pair students and have them both open to the My Food Groups chart on Page 7 in their workbook.</p> <p>Ask students to look at the My Food Groups chart. Ask students to circle a food from each food group to make a super healthy lunch. Remind students to choose a variety of foods from all food groups to get the nutrients they need to grow healthy and strong. Encourage a discussion of food interests.</p> <p>Share lunch ideas with partners or have students get up and discuss their lunch with at least 3 other students.</p>	
<p>Independent Practice</p> <p>10 min</p> <p>CA CCSS for ELA/ LITERACY W.3.1, W.3.2</p>	<p>Ask students to turn to Page 4 of their workbook to look at the section titled Food-Group Fun: What's on MyPlate?</p> <p>Read and review instructions with students for What's on MyPlate?</p> <p>Read and review instructions with students for What I Learned.</p> <p>Students complete the activity independently.</p>	<p><i>OPTIONAL:</i></p> <p></p> <p>Activities:</p> <p>MyPlate Match Game</p> <p>Food Group Quizlet</p>
<p>Family Connection</p> <p>CA CCSS for ELA/ LITERACY RI.3.1</p>	<p>Start the conversation about nutrition at home!</p> <p>Ask students to pull out the Family Connection worksheet on Page 5 in their workbook. Review directions.</p> <p>You may also want to send a link to the online Family Connection through your parent communication portal.</p>	<p></p> <p>Family Connection:</p> <p>Family Letter</p>
<p>Knowledge Check</p> <p>5 min</p>	<p>Ask students to complete this short Knowledge Check assessment about the information covered in Lesson 1.</p>	<p></p> <p>Teacher Materials:</p> <p>Knowledge Check</p>



GOING DEEPER

 HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Reading Variable</p> <p>CA CCSS for ELA/ LITERACY.RL.3.1, RL.3.3, RL.3.4, RL.3.2, RL.3.7</p>	<p>Project or distribute the Reading Passage worksheet.</p> <p>Read the passage and complete the student worksheet either individually or as a class.</p> <p><i>Tip: This activity reinforces nutrition lessons while students practice reading, analyzing text, and communicating through writing.</i></p>	<p> Reading Passage: "Food Fair Challenge"</p>
<p>Cafeteria Connection Variable</p> <p>CA CCSS for ELA/ LITERACY.RI.3.1</p>	<p>Hand out the Cafeteria Connection worksheet to students. Tell students they will be special Food Champions today!</p> <p>Project the school lunch menu. Note: <i>Download the menu from the school website.</i></p> <p>Together as a class, ask students to identify and write down a few foods from the menu in each of the food-group columns. Note: <i>Place mixed foods into more than one food-group column.</i></p> <p>Tally the 3 primary food groups that kids are eating from. Determine what food groups are eaten the least.</p> <p>Brainstorm some ways they can help their friends make healthy food choices at lunch.</p>	<p> Cafeteria Connection: Food Group Tally</p>
<p>Group Project Variable</p>	<p>Title: My Food Group Poster</p> <p>Divide class into 6 groups and assign each group a food group and an "extra" food that does not have enough nutrients to fit into one of the food groups. Hand out the Food Group Poster worksheet.</p> <p>Tell students to use the My Food Groups chart on Page 7 of their workbook for examples.</p> <p>Read and explain the instructions on the worksheet.</p> <p><i>Tip: Hang students' posters throughout the classroom to remind students about healthy eating.</i></p>	<p>OPTIONAL:</p> <p> Worksheets: Food Group Poster My Food Groups chart</p>



OVERVIEW



ESSENTIAL QUESTION

Why is it important to eat nutritious food?







LEARNING OBJECTIVES

- Identify the key nutrients associated with each of the food groups.
- Name the health benefits of each key nutrient.
- Explain why foods from each food group are needed every day.
- Learn where to find the nutrients on the Nutrition Facts label.



ONLINE RESOURCES AT [HEALTHYEATING.ORG/SUMC](https://www.healthyeating.org/sumc)

-  Key Nutrients and Reasons Needed chart
-  Family Connection (send link home)
-  Food pictures (foods from each food group)
-  Knowledge Check

MATERIALS NEEDED:

- Student workbooks
- Stopwatch or clock with second hand
- Samples of real Nutrition Facts labels from each food group (optional)



FAST FACTS

- Nutrients are part of a food that helps the body grow strong and stay healthy. (See **Nutrients and Reasons Needed** chart on **Page 10** in the student workbook.)
- Foods are grouped together in a specific food group because they have specific key nutrients in common.
- “Extra” foods don’t belong in a food group because they have few or no nutrients.
- A healthy eating pattern includes a variety of nutrient-dense foods within and across each food group.
- The Nutrition Facts label is a tool that tells the nutritional content of a food item.
- It is recommended that children be physically active at least 60 minutes each day.
- The 60 minutes of activity can be accumulated throughout the day in several smaller segments such as Brain Breaks.



[Nutrition Primer](#)



ASSESSMENTS

- A short **Knowledge Check** for Lesson 2 is available [online](#).



OVERVIEW (Continued)






BRAIN BREAK ACTIVITY

Five-Minute Boot Camp (use a stopwatch or clock with second hand)

- Inside or outside: Students should stand at arm’s length apart.
- Demonstrate 3 full-body exercises that will be part of the routine, for example jumping jacks, squats, and plank. Encourage students to try each exercise and give positive feedback.
- As a class, perform each exercise for 20 seconds, with a 10-second break.
- After the rotation of 3 exercises, take a break of 1 to 2 minutes. During the break, remind students that being physically active each day helps them to learn and concentrate better. Encourage students to walk around or stretch—no sitting down! Do the rotation 3 times. Stay on time for each exercise!

INSTRUCTIONAL SEQUENCE

 HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Introduction 5 min	<p>Begin lesson with Brain Break Activity: Five-Minute Boot Camp. See activity description above.</p> <p>Write Essential Question on the board: <i>Why is it important to eat nutritious food?</i></p> <p>Write Lesson 2 vocabulary words from Glossary of Terms on Page 23 of the student workbook on the board to refer to during the lesson.</p>	<p><i>OPTIONAL:</i></p> <p> Activity: Vocabulary Quizlet</p>
Direct Instruction 15 min CA CCSS for ELA/ LITERACY RI.3.1, RI.3.4, RI.3.7, SL.3.2, SL.3.6	<p>Project the Key Nutrients and Reasons Needed chart. Ask students to look at this chart on Page 10 in their workbook.</p> <p>Explain that a nutrient is part of a food that helps the body grow strong, stay healthy, and have energy to do <i>physical activities</i> like Boot Camp.</p> <p>Explain that each colored band represents a food group, and each food group has key nutrients. Different key nutrients provide different health benefits for the body. Ask students for examples of key nutrients and their health benefits.</p> <p>Explain that some foods may not fit into a food group. These foods are called “extras” because they don’t contain nutrients to help keep the body healthy.</p> <p>Tell students it’s important to eat a variety of foods every day from all the food groups so they get the key nutrients their body needs to think, play, and feel good.</p>	<p> Worksheet: Key Nutrients chart</p> <p><i>OPTIONAL:</i></p> <p> Videos: “MyPlate for Kids” (5:12) “Mobile Dairy Classroom” (2:53)</p>



INSTRUCTIONAL SEQUENCE (Continued)

HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Direct Instruction (Continued)	<p>Tell students that next they will learn how to find out what nutrients are in the foods they eat.</p> <p>Ask students if they have ever noticed a food label on a package at home or in the store. Project the Family Connection worksheet from Page 11 of the student workbook and have students turn to the same page in their workbook.</p> <p>Explain to students that the <i>Nutrition Facts label</i> is a tool that shows the key nutrients in packaged foods and beverages such as <i>vitamins and minerals</i>.</p> <p>Tell students to look at the highlighted area of the food label near the bottom. This lists the nutrients found in the food. Point out the <i>vitamin D, calcium, iron, and potassium</i> nutrient values. Explain that a higher number means more nutrients are in the food or beverage.</p> <p>Call upon a few students to share the percentage amounts of calcium, vitamin D, iron, and potassium. Remind students to speak in complete sentences. Have students refer to Glossary of Terms on Page 10 of the student workbook to recount the health benefits of these key nutrients.</p> <p>Tell students to tear out the Family Connection worksheet and take it home to complete with their family members.</p> <p>Encourage students to teach family members how to read the food labels and identify the nutrients in foods.</p>	Family Connection: Nutrition Facts label
Guided Practice 10 min CA CCSS for ELA/ LITERACY RI.3.7, W.3.8	<p>Divide class into groups of 4 students. Tell students to turn to Nutrient Power + Labels: Key Nutrients on Page 8 in their workbook.</p> <p>Read the directions and encourage students to use the Key Nutrients and Reasons Needed chart on Page 10 as an extra resource when answering questions.</p>	Worksheet: Key Nutrients chart
Independent Practice 10 min CA CCSS for ELA/ LITERACY RI.3.1, RI.3.7, W.3.8	<p>Ask students to turn to Nutrient Power + Labels: Compare the Nutrition Facts on Page 9 in their workbook.</p> <p>Read and review instructions with students.</p> <p>Students complete the activity independently.</p>	OPTIONAL: Activity: Key Nutrients Quizlet



INSTRUCTIONAL SEQUENCE (Continued)

HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Family Connection</p> <p>CA CCSS for ELA/ LITERACY RI.3.4</p>	<p>Completed in Direct Instruction on Page 12.</p> <p>Optional: Have students collect labels from home. See Going Deeper Group Project, "Label Language."</p>	<p> Family Connection: Nutrition Facts label</p>
<p>Knowledge Check</p> <p>5 min</p>	<p>Ask students to complete this short Knowledge Check assessment about the information covered in Lesson 2.</p>	<p> Teacher Materials: Knowledge Check</p>

GOING DEEPER

<p>Reading</p> <p>Variable</p> <p>CA CCSS for ELA/ LITERACY RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7</p>	<p>Project or distribute the Reading Passage worksheet.</p> <p>Read the passage and complete the student worksheet either individually or as a class.</p> <p>Tip: This activity reinforces nutrition lessons while students practice reading, analyzing text, and communicating through writing.</p>	<p> Reading Passage: "Superfoods"</p>
<p>Cafeteria Connection</p> <p>Variable</p>	<p>Title: Try a New Food Day!</p> <p>Designate a day of the week/month to encourage students to try a new food on the school menu or a new food at home. Optional: Put up butcher paper on a wall and decorate with food pictures.</p> <p>Students who try a new food get to sign their name on the poster, the food they tried, and the corresponding food group. Circle their name with a color marker that matches the food group of their new food.</p>	<p> Activity: Food Pictures</p>
<p>Group Project</p> <p>Variable</p> <p>CA CCSS for ELA/ LITERACY SL.3.1</p>	<p>Title: Label Language</p> <p>Materials: poster paper, glue, scissors</p> <p>*Ask students to bring 3 or 4 food labels from home.</p> <p>Assign groups of 3 to 5 students.</p> <p>Give each group 5 to 10 labels.</p> <p>Have students compare the Nutrition Facts labels using Page 9 in their workbook as a resource.</p> <p>Ask students to analyze the labels by nutrient value. Glue to poster paper, ranking labels most healthy to least healthy.</p>	



OVERVIEW



ESSENTIAL QUESTION

Why is breakfast an important meal?



LEARNING OBJECTIVES

- Explain the importance of eating a balanced breakfast every day.
- Describe a balanced breakfast using the “3 out of 5” model.
- Describe a mixed breakfast food.



ONLINE RESOURCES AT HEALTHYEATING.ORG/SUMC

- Family Connection (send link home)
- Knowledge Check

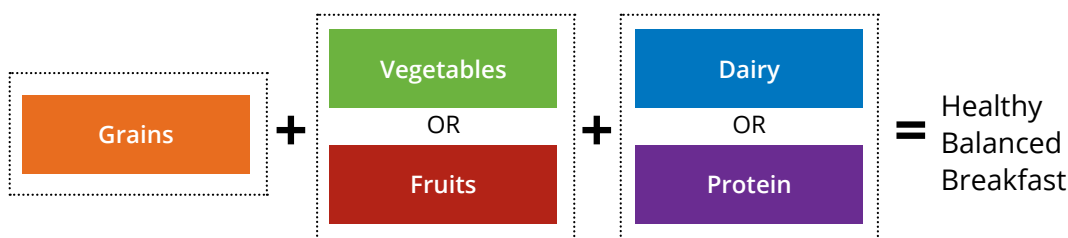
MATERIALS NEEDED:

- Student workbooks
- Index cards

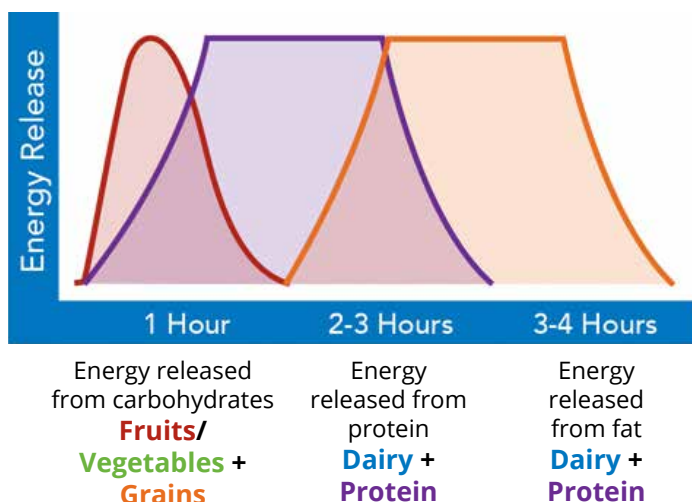


FAST FACTS

- Encouraging students to eat a balanced breakfast is one of the most important ways to improve their health and their ability to achieve. Classroom attention, attendance, and achievement can improve with breakfast.
- An easy way to balance a breakfast is to include foods from 3 of the 5 food groups. Here is an example of this “3 out of 5” model.



- The “3 out of 5” model for breakfast choices shows the minimum amount of food to make a healthy, balanced breakfast. Additional foods may be added.
- The variety of foods from different groups can release energy over several hours, leading to less short-term hunger. See chart to the right.



Source: O'Neil, *Journal of Academy of Nutrition and Dietetics*, 2014.

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OVERVIEW (Continued)



FAST FACTS (Continued)

- Many schools provide free or low-cost breakfast options to students through the School Breakfast Program, which is a great option for students who otherwise come to school without breakfast.
- The consequences of skipping breakfast or of having a breakfast that is not balanced can include hunger, stomachache, headache, restlessness, sleepiness, and/or inability to concentrate.
- Mixed foods contain more than one food group. Yogurt parfait and quesadilla are examples of mixed foods.



[Nutrition Primer](#)



ASSESSMENTS

- A short **Knowledge Check** for Lesson 3 is available [online](#).



BRAIN BREAK ACTIVITY

Use whenever appropriate before, during, or after the lesson.





Show the video "[Milkshake: Koo Koo Kanga Roo](#)" (2:31). Sing along and encourage students to dance in place by their desks.




INSTRUCTIONAL SEQUENCE






ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Introduction 5 min</p> <p>CA CCSS for ELA/ LITERACY SL.3.1, SL.3.6</p>	<p>Write Essential Question on the board: <i>Why is breakfast an important meal?</i></p> <p>Write Lesson 3 vocabulary words from Glossary of Terms on Page 23 of the student workbook on the board to refer to during the lesson.</p> <p>Ask students to turn to a partner and ask the essential question: Why is breakfast an important meal?</p> <p>Ask students to share their partner’s answer. Remind students to speak in complete sentences.</p> <p>List some of the answers on the board in a group brainstorm.</p>	<p>OPTIONAL:</p> <p> Activity: Vocabulary Quizlet</p>
<p>Direct Instruction 15 min</p> <p>CA CCSS for ELA/ LITERACY RI.3.7, SL.3.1, SL.3.6</p>	<p>Hand out an index card to each student.</p> <p>Ask students to write their favorite breakfast.</p> <p>Ask students to identify the food group for each of their breakfast items and write the first letter for each food group (G, V, F, D or P) next to the item. (Remind them they can use My Food Groups chart on Page 7 of their workbook as a resource.)</p> <p>Explain that <i>mixed foods</i> contain more than one food group (e.g., a yogurt parfait has yogurt, berries, and whole-grain cereal) so they may have multiple letters next to some breakfast items.</p> <p>Remind them to include their beverage or morning drink.</p> <p>Tell students to open to Page 13 in their workbook.</p> <p>Have students point to the “3 out of 5” model at the top of the page.</p> <p>Explain that a <i>balanced</i> breakfast has at least one food from each of the “3 out of 5” food groups. The groupings are: Grains; Vegetables OR Fruits; and Dairy OR Protein. This model is a reminder to eat a healthy breakfast.</p> <p>Read instructions and have students complete with a partner.</p> <p>Correct Page 13 together as a class.</p>	<p>OPTIONAL:</p> <p> Video: “3 out 5 Healthy Breakfast Plan” (2:31)</p>
<p>Guided Practice 20 min</p> <p>CA CCSS for ELA/ LITERACY SL.3.1, SL.3.6</p>	<p>Divide class into groups of 3 and open to Breakfast Blast: Create a “3 out of 5” Breakfast on Page 14 of their workbook.</p> <p>Tell students that they are going to be Chefs of the Day! Explain that they need to think of 2 new “3 out of 5” breakfast menu items for their school menu and then give each one a fun name, e.g., Big Bad Bean Burrito. Tip: <i>Provide Post-it notes for brainstorming.</i> Encourage students to share at least one idea to complete the activity as a group. Each student must complete the group’s choices in their workbooks.</p> <p>Tell students that their breakfast can be a mixed food, e.g., bean burrito.</p>	



INSTRUCTIONAL SEQUENCE (Continued)





 HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Guided Practice (Continued)</p>	<p>Have groups present their ideas to the class. Include a class vote for the tastiest breakfast and their favorite name. Tip: <i>Have a breakfast morning with parent participation to celebrate the winning breakfast.</i></p> <p>Tell students their creative breakfast suggestions and fun names will be presented to the school foodservice director.</p>	
<p>Independent Practice Variable</p> <p>CA CCSS for ELA/ LITERACY W.3.1, W.3.8, L.3.A, L.3.2</p>	<p>Ask students to turn to Breakfast Blast: Healthy Breakfast on Page 15 in their workbook.</p> <p>Read and review instructions with students.</p> <p>If time allows, ask students to finish the worksheet. Students can complete the activity independently.</p> <p>Tip: <i>Activity can be used as a lesson assessment, homework, or classwork activity. Encourage students to write in complete sentences and use proper grammar and correct spelling in their paragraph.</i></p>	<p><i>OPTIONAL:</i></p> <p> Activity:</p> <p>Power Up My Breakfast</p>
<p>Family Connection</p>	<p>Ask students to continue the conversation about nutrition at home.</p> <p>Hand out index cards and ask students to have a family member write their favorite breakfast on the index card.</p> <p>Ask students to teach the family member about mixed foods and the “3 out of 5” model. Identify each food with food-group letter. Determine if it was a balanced meal. Use online Family Connection for tips.</p> <p>Optional: <i>Send parents a link to the online Family Connection worksheet through your parent communication portal.</i></p> <p>Tell students to return the cards to class the next day for more discussion on eating a balanced meal.</p>	<p> Family Connection:</p> <p>Breakfast Tips</p>
<p>Knowledge Check 5 min</p>	<p>Ask students to complete this short Knowledge Check assessment about the information covered in Lesson 3.</p>	<p> Teacher Materials:</p> <p>Knowledge Check</p>



GOING DEEPER

HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Reading</p> <p>Variable</p> <p>CA CCSS for ELA/ LITERACY RI.3.1, RI.3.2, RI.3.4</p>	<p>Project or distribute the Reading Passage worksheet.</p> <p>Read the passage and complete the student worksheet either individually or as a class.</p> <p><i>Tip: This activity reinforces nutrition lessons while students practice reading, analyzing text, and communicating through writing.</i></p>	<p> Reading Passage: “Get Going with Breakfast”</p>
<p>Cafeteria Connection</p> <p>Variable</p>	<p>Designate a “Taste Test Day.”</p> <p>Invite the school foodservice staff to the classroom taste test to introduce a new breakfast item.</p> <p>Distribute the Cafeteria Connection worksheet: Taste Test Survey.</p> <p>Direct students to taste the food items all together using their senses and then discuss together the flavors, textures, smells, and recognizable ingredients. Ask students to take the Taste Test Survey.</p> <p>Compile and discuss results as a class. Have student groups share the results with the foodservice director.</p>	<p> Cafeteria Connection: Taste Test Survey</p>
<p>Group Project</p> <p>Variable</p> <p>CA CCSS for ELA/ LITERACY RL.3.2, SL.3.2, SL.3.4</p>	<p>Title: Breakfast Around the World</p> <p>Divide class into groups of 3 to 5 students per group.</p> <p>Distribute the Breakfast Around the World worksheet to each group.</p> <p>Read the instructions together to ensure understanding.</p> <p>Ask the groups to present their findings to the class.</p> <p>Discuss the results together.</p>	<p> Worksheets: Breakfast Around the World</p> <p>What Kids Eat for Breakfast</p> <p> Video: “What Does the World Eat for Breakfast?” (1:48)</p>



OVERVIEW



ESSENTIAL QUESTION

Why are certain beverages and snacks important?



LEARNING OBJECTIVES

- Explain how snacks and beverages are like mini meals and should contain foods from food groups.
- Identify nutrient-rich beverages that can help build healthy eating patterns.
- Understand the benefits of drinking water for hydration.
- Using the Nutrition Facts label as a tool, analyze different beverages to determine if they are nutritious choices.



ONLINE RESOURCES AT [HEALTHYEATING.ORG/SUMC](https://www.healthyeating.org/sumc)

- Beverage and Snack Chart worksheet
- Beverage and Snack Labels worksheet
- Family Connection (send link home)
- Knowledge Check

MATERIALS NEEDED:

- Student workbooks
- Stopwatch or clock with second hand
- Optional: 10 or more food packages with Nutrition Facts labels (students can bring from home)



FAST FACTS

- Snacks are important for children because their smaller stomachs fill up fast at mealtimes, and they burn energy quickly. Many can't get all the key nutrients and hydration they need through their meals alone. Snack choices should come mainly from the food groups.
- "Extras" can be enjoyed occasionally but should not routinely displace foods from food groups as snacks since they provide a large number of calories without many nutrients.
- Some popular snack items like flavored low-fat yogurt or milk may have some added sugars yet their rich nutrient content (calcium, protein, vitamin D) makes them a nutritious snack choice.
- Beverages with added sugars or few nutrients (e.g., soft drinks, teas, and energy drinks) should be chosen only occasionally.
- Water is important for hydration; it helps to digest foods, carry nutrients throughout the body, and regulate body temperature through perspiration.

[Nutrition Primer](#)



ASSESSMENTS

- A short **Knowledge Check** for Lesson 4 is available [online](#).



OVERVIEW (Continued)






BRAIN BREAK ACTIVITY

Feel Your Heartbeat

- **Ask** students to stand behind their desk. Ask them to find their heartbeat by placing their hand on their chest, wrist, or side of the neck.
- **Count** the number of heartbeats they feel in 10 seconds. Write results for some on the board.
- **Jog** in place for 60 seconds. **Count** the number of heartbeats again for a 10-second interval. Ask for results and write under first examples.
- **Run** in place as hard as they can for 60 seconds. **Count** the number of heartbeats a third time and write results.

INSTRUCTIONAL SEQUENCE

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ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Introduction 5 min	<p>Begin lesson with Brain Break Activity: Feel Your Heartbeat. See activity description above.</p> <p>Write Essential Question on the board: <i>Why are beverages and snacks important?</i></p> <p>Write Lesson 4 vocabulary words from Glossary of Terms on Page 24 of the student workbook on the board to refer to during the lesson.</p> <p>Explain to students the difference between <i>low</i>, <i>moderate</i>, and <i>vigorous</i> levels of <i>physical activity</i>. Use the examples from the Brain Break Activity (standing, jogging, running) to explain that with activity the heart beats faster and the body uses more <i>energy</i>. Open to the Glossary of Terms on Page 24 of the student workbook to read the complete definitions.</p> <p>Tell students that healthy snacks give them energy to do these exercises and that beverages are important to keep them hydrated.</p>	<p><i>OPTIONAL:</i></p> <p> Activity: Vocabulary Quizlet</p>
Direct Instruction 15 min CA CCSS for ELA/ LITERACY RI.3.1, RL.3.7, W.3.1	<p>Explain that snacks are an important part of the food eaten each day because they provide energy and nutrients between meals. Snacks are like mini meals, and therefore snacks should be chosen from the 5 food groups.</p> <p>Explain that it is important to drink healthy beverages and water every day with their meals and snacks.</p>	<p><i>OPTIONAL:</i></p> <p> Video: "On the Go Snack Boxes" (0:55)</p>



INSTRUCTIONAL SEQUENCE (Continued)

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ACTIVITY

INSTRUCTIONAL SEQUENCE

ONLINE RESOURCES

Direct Instruction (Continued)

Explain that beverages can be divided into 3 groups:

1. Water, which is not in a food group, yet it is important to *hydrate* their bodies and stay cool, especially when they exercise.
2. Beverages that fit into a food group. Examples include milk and pure fruit and vegetable juices.
3. Beverages that are “extras” like soft drinks and fruit punch.

Ask a few students to tell whether their favorite beverage is an “extra” or it fits in a food group. **Identify** the food group and **explain** why it fits into the food group.

Ask students to look at the Nutrition Facts labels on **Smart Snacks + Beverages: Find the Facts** on **Page 16** in their workbook.

Ask students if they remember learning about the Nutrition Facts label in Lesson 2. **Remind** them where to find nutrients on a label. Looking at the amount of sugar and fiber in snacks and beverages will help them make healthy choices. **Tell** students that the label contains information or facts about packaged snack foods and beverages.

Call upon a few students to read the amounts of *added sugar* (g) and *dietary fiber* (g). **Explain** that fiber helps food digest and keeps the heart healthy. Foods in the Grains, Vegetables, and Fruits groups (e.g., 100 percent *whole-grain* bread and vegetables like edamame) are high in fiber. Chocolate is an “extra” food because it’s low in fiber and other nutrients, and higher in added sugars.

Tell students to complete **Smart Snacks + Beverages: Find the Facts** on **Page 16** in their workbook. **Stop** at “What I learned.” **Have** students work with a partner and correct as a class.

Remind students to use labels as a tool to compare their snack choices. Choose snacks that are higher in fiber and nutrients and lower in added sugars.

Tell students in the next activity they will practice using labels to make nutritious snack and beverage choices.

Guided Practice

15 min

[CA CCSS for ELA/ LITERACY RL.3.5, RL.3.7, W.3.1, W.3.2, W.3.8, SL.3.4, SL.3.6](#)

Divide the class into groups of 3.

Distribute the printed **Beverage and Snack Chart** worksheet to each group.

Distribute a pair of labels from the printed **Beverage and Snack Labels** worksheet to each group. **Optional:** Use labels that were brought in by students.

Read the directions together and have the groups complete the activity.

Ask the groups to present their findings to the class and **discuss** the results as a class.



Worksheets:

[Beverage and Snack Chart](#)

[Beverage and Snack Labels](#)

**INSTRUCTIONAL SEQUENCE** (Continued)



HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Independent Practice Variable CA CCSS for ELA/ LITERACY RI.3.7	<p>Ask students to turn to Smart Snacks + Beverages: Healthy Snack Choices on Page 17 in their workbook.</p> <p>Read and review instructions with students about snacks.</p> <p>If time allows, ask students to go back and finish “What I Learned” on Smart Snacks + Beverages: Find the Facts on Page 16 in their workbook. Students complete the activity independently.</p> <p><i>Tip: This sheet can be used as a lesson assessment, homework, or classwork activity. Encourage students to write in complete sentences.</i></p>	<p><i>OPTIONAL:</i></p> <p> Activity: Make a Smart Snack Plan</p>
Family Connection CA CCSS for ELA/ LITERACY W.3.10	<p><i>Optional: Send a link to the online Family Connection worksheet through your parent communication portal.</i></p>	<p> Family Connection: Healthy Snack Tips</p>
Knowledge Check 5 min	<p>Ask students to complete this short Knowledge Check assessment about the information covered in Lesson 4.</p>	<p> Teacher Materials: Knowledge Check</p>



GOING DEEPER

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ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
<p>Reading Variable</p> <p>CA CCSS for ELA/ LITERACY RL.3.1, RL.3.3</p>	<p>Project or distribute the Reading Passage worksheet.</p> <p>Read the passage and complete the student worksheet either individually or as a class.</p> <p><i>Tip: This activity reinforces nutrition lessons while students practice reading, analyzing text, and communicating through writing.</i></p>	<p> Reading Passage: "Ants on a Log"</p>
<p>Cafeteria Connection Variable</p> <p>CA CCSS for ELA/ LITERACY W.3.7, W.3.8</p>	<p>Distribute the Cafeteria Connection: Beverage Survey worksheet to students.</p> <p>Read the instructions with students.</p> <p>Explain that they should survey their classmates about their beverage choices and fill in the survey chart and graph during lunch.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • Which beverage is the most popular? • Which beverage is the least popular? • How many students are not choosing a beverage at lunch? 	<p> Cafeteria Connection: Beverage Survey</p>
<p>Group Project Variable</p> <p>CA CCSS for ELA/ LITERACY RI.3.2, SL.3.1, SL.3.2, W.3.10</p>	<p>Title: Create an Ad</p> <p>Bring into class several magazines with snack product advertisements.</p> <p>Divide the class into groups of 3.</p> <p>Ask students to comment on the ads. Is the information factual? How do they know? What kinds of words and images or other techniques are used to convince them to buy the product?</p> <p>Pass out paper, crayons, or markers and have students create their own fictional healthy snack ads. Tell students that the purpose of the ads is to persuade people to buy their healthy snack.</p> <p>Have groups share their ads with the class.</p> <p>Hang ads around the classroom or on the bulletin board near the cafeteria as outreach for the school.</p>	



OVERVIEW



ESSENTIAL QUESTION

How does food get from the farm to you?



LEARNING OBJECTIVES

- Students will become aware of how specific foods from the food groups go from farm to table.



ONLINE RESOURCES AT [HEALTHYEATING.ORG/SUMC](https://www.healthyeating.org/sumc)

- Food pictures (cheese, artichokes, grapes, rice, almonds)
- Family Connection (send link home)
- Knowledge Check
- Program Post-Assessment

MATERIALS NEEDED:

- Student workbooks
- School lunch menu (downloaded)
- Bring in real foods: cheese, artichokes, grapes, rice, almonds (optional)



FAST FACTS

- Today, many children only experience food through the grocery store. Reconnecting children to where food comes from and how it reaches the table can build an appreciation for the value of food, while also providing an opportunity to build healthy eating habits.
- California is the nation's top agricultural state, and has been for more than 50 years.
- Five of the leading commodities in California are cheese, artichokes, grapes, rice, and almonds—each represents a different food group.



ASSESSMENTS

- Give the **Post-Assessment** on **Page 25** in the student workbook or go to [HealthyEating.org/SUMC](https://www.healthyeating.org/sumc) to use the online, auto-graded assessment after teaching the **Shaping Up My Choices** program.
- Correct together to determine the knowledge and skills students have in making healthy food choices (complete in class or send home with student workbook and return to class).
- A short **Knowledge Check** for Lesson 5 is available [online](#).



[Nutrition Primer](#)



BRAIN BREAK ACTIVITY

Use whenever appropriate before, during, or after the lesson.






Show the video "[Oats, Beans and Barley Grow](#)" (1:44). Sing along and encourage students to dance in place by their desks.



INSTRUCTIONAL SEQUENCE






HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Introduction 5 min	<p>Write Essential Question on the board: <i>How does food get from the farm to you?</i></p> <p>Write Lesson 5 vocabulary words from Glossary of Terms on Page 24 of the student workbook on the board to refer to during the lesson.</p> <p>Display real foods (cheese, artichokes, grapes, rice, almonds) on the teacher’s desk or use food pictures from the online pictures.</p> <p>Explain that most of the foods bought in grocery stores originally come from farms. Tell students that a <i>food system</i> includes all the steps and people involved in getting food to homes or schools so it can be eaten.</p> <p>Tell students they are going to learn about how foods from 5 different food groups get from the farm to table (point to foods)—cheese, artichokes, grapes, rice, and almonds.</p>	<p><i>OPTIONAL:</i></p> <p> Activities: Vocabulary Quizlet Food Pictures</p>
Direct Instruction 15 min CA CCSS for ELA/ LITERACY RI.3.1, RI.3.4, SL.3.1, SL3.2	<p>Tell students they are going to read a fun story which explains how dairy foods come from a farm to you!</p> <p>Explain that this is an example of a food system.</p> <p>Tell students to turn to Page 18 in their workbook for the story, “There’s a Cow Loose in the Cafeteria.”</p> <p>Together, read the story (or have different students read a sentence), with pauses to discuss and answer questions as a class.</p>	<p><i>OPTIONAL:</i></p> <p> Videos: “Agriculture: It’s All About You!” (5:33) “Mobile Dairy Classroom” (4:52)</p>
Guided Practice 15 min CA CCSS for ELA/ LITERACY RI.3.1, RI.3.3, RI.3.4, RI.3.7, SL.3.1	<p>Tell students to look at Page 21 in their workbook, Farm to You: Explore Food Systems. Read the instructions.</p> <p>Model a super sentence for the Dairy group.</p> <p>Divide class in groups of 3.</p> <p>Tell students to use the Resource Sheet on Page 20 to collaborate and develop their super sentence for each of the 5 food systems. Each student must complete their own page.</p> <p>Tell students to use the Glossary of Terms on Page 24 in their workbook for help.</p> <p>Present super sentences to class if time allows. To enhance the presentations, have students show real foods, if available, or use pictures from the online food pictures.</p>	<p> Activity: Food Pictures</p>





INSTRUCTIONAL SEQUENCE (Continued)

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ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Independent Practice Variable	<p>Tell students that they completed all 5 lessons, and they will take the Post-Assessment, a review of what they learned.</p> <p>Have students complete the Post-Assessment on Page 25 in their workbook.</p> <p><i>Optional: If time allows, students may complete the Knowledge Check for Lesson 5.</i></p>	 Teacher Materials: Knowledge Check
Family Connection CA CCSS for ELA/ LITERACY RI.3.1, RL.3.2, SL.3.4	<p>Continue the conversation about nutrition at home!</p> <p>Ask students to turn to Page 27 of their student workbook. Review instructions with students.</p>	 Family Connection: Healthy Eating Goal



GOING DEEPER

Reading Variable CA CCSS for ELA/ LITERACY RL.3.1, RL.3.3, RL.3.4, RL.3.7	<p>Project or distribute the Reading Passage worksheet.</p> <p>Read the passage and complete the student worksheet either individually or as a class.</p> <p><i>Tip: This close reading and analysis activity reinforces nutrition lessons while students practice reading, analyzing text, and communicating through writing.</i></p>	 Reading Passage: "Mystery of the Missing Food"
Cafeteria Connection Variable CA CCSS for ELA/ LITERACY RI.3.5, RI.3.7, W.3.8, SL.3.3	<p>Distribute the Cafeteria Connection worksheet to students. Read and explain the directions on the chart.</p> <p>Ask students to self-select a food group, but make sure every food group is represented.</p> <p>Read the school's monthly breakfast/lunch menu to the class or provide students with a copy of the menu. Ask students to choose one of the food items in their group.</p> <p>Encourage students to write a letter to the school foodservice manager inviting him or her to speak to the class and answer students' questions about local food. Ask if the students can go to the cafeteria or if the foodservice manager can come to the classroom.</p> <p>Help students prepare questions for the interview based on what they have already learned and would like to learn about local food at the school.</p>	 Cafeteria Connection: What's on Your School Menu?



GOING DEEPER (Continued)

 HealthyEating.org/SUMC

ACTIVITY	INSTRUCTIONAL SEQUENCE	ONLINE RESOURCES
Cafeteria Connection (Continued)	After the interview, ask students to complete the Cafeteria Connection: What's on Your School Menu worksheet. Display students' completed charts on the walls throughout the cafeteria or in the classroom.	
Group Project Variable CA CCSS for ELA/ LITERACY RI.3.2, SL.3.1, SL.3.2	Title: Food Rescue Have students watch video: "School Food Waste Recycling." Discuss with partners or as a whole class how food waste (a) reduces nutritional opportunities for kids, (b) wastes money for the food, (c) impacts the environment. Discuss strategies to address waste and organize the class into groups to implement those strategies. See Project Based Learning worksheet for details and resources.	 Worksheets: Project Based Learning Food Share Table Go Further With Food!  Video: "School Food Waste Recycling" (9:56)

HealthyEating.org



For more information and additional resources, visit HealthyEating.org.

This program aligns with the Dietary Guidelines for Americans. It is one of many nutrition education resources offered by Dairy Council of California for students and adults to improve eating habits.

